



Faculty Qualifications, Hiring, Appointments, and Workload (I-01.2)

College-protected document: changes to be initiated by policy manager(s)

Policy Manager(s): vice-president academic; manager of human resources

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Related Policies: I-04 Faculty Duties and Responsibilities; I-05 Faculty Evaluation; I-06 Faculty Improvement Process; I-07.1 Faculty Professional Development Learning and Research Funds; P-17.1 Conflict of Interest; P-18.1 Privacy and Access to Information; A-22.1 Records and Information Management

Related Documents and Forms: Service Hour Log; Screening Notes Form; Reference Check Form; Credential Verification Form

Supersedes: I-01 Faculty Qualifications and Hiring; I-02 Types of Faculty Appointments; and I-09 Faculty Service Hours

Note: the complete version of policy I-01.2 is available in the [Online College Policy Manual](#). See Section 4. The excerpt here applies to the integration of scholarly activity into faculty workloads.

Addendum B: Allowance for Scholarly Activity in Faculty Workloads

1. Context

Adhering to BC's degree quality assurance framework, Alexander College expects all faculty to engage in scholarly activities that are appropriate to the degree level, delivery mode, and program of instruction. The college supports this expectation by providing faculty professional development funding for self-directed scholarly activities, collective faculty professional development events, Instructional Skills Workshops, and certificates and seminars arranged by the Instructional Support Centre and the Deans' Office.

2. Purpose

While faculty scholarship is supported, expected, and valued at all levels of course delivery, the college recognizes a specific obligation to support scholarly activity related to the delivery of advanced undergraduate courses at the 300 and 400 levels in bachelor's degrees. Accordingly, this addendum establishes a clear, equitable, and transparent system for assigning and managing

faculty workload where upper-level courses are applicable. The specific intent is to ensure an appropriate balance of instructional duties, institutional service, and scholarly activity necessary to support high-quality programming and compliance with BC degree quality expectations.

3. Faculty Workload Components

Depending on the appointment type and teaching assignments, faculty workload may consist of three integrated components:

3.1 Instructional Duties: Classroom instruction, labs, and tutorials, assessment, office hours, and teaching preparation.

3.2 Institutional Service: Committee and departmental work involving College-sanctioned activities. A full list of institutional service options is available in the Deans' Office Canvas shell.

3.3 Scholarly Activity: Reflecting Boyer's model, Alexander College embraces a broad definition of scholarly activity that includes (1) traditional forms of research that generate new knowledge; (2) the exploration and synthesis of ideas and technologies across disciplines; (3) the application of research and knowledge to real-world industry and community needs; and (4) research and innovation that involves the systematic study of teaching practices and student learning.

4. Faculty Appointment Types

As defined in the main body of this policy, Alexander College also recognizes three types of faculty appointments:

4.1 Continuing Faculty: have ongoing, permanent academic appointments that are full-time or part-time. The standard teaching load for a full-time continuing instructor is the equivalent of twelve (12) three-hour-per-week course sections in an academic year, unless one or more upper-level (300-400 level) courses are assigned. All continuing faculty are expected to fulfill twenty-five (25) annual service hours that are paid out by stipend.

4.2 Limited-Term Faculty: have renewable two-year appointments that are part-time. The standard teaching load for a limited-term instructor is the equivalent of eight (8) three-hour-per-week course sections in an academic year, unless one or more upper-level courses (300-400 level) are assigned. All limited-term faculty are expected to fulfill twenty-five (25) annual service hours that are paid out by stipend.

4.3 Sessional Faculty: are assigned courses on a per-term basis with no guarantee of ongoing employment. Responsibilities are focused on instructional duties.

5. Teaching Load Reductions for the Delivery of Upper-Level Courses

Teaching load reductions for the delivery of upper-level (300-400) level courses are intended to ensure adequate time for scholarly activity and do not result in a reduction in employment status or compensation. The following provisions apply:

5.1 Full-Time Continuing Faculty: to allow adequate time for paid scholarly activity, full-time continuing faculty who teach one or more upper-level courses are assigned a maximum of eight (8) three-hour-per-week courses or equivalent in an academic year.

5.2 Part-Time Continuing and Limited-Term Faculty: to allow adequate time for paid scholarly activity, part-time continuing faculty and limited-term faculty who teach one or more upper-level courses are assigned a maximum of six (6) three-hour-per-week courses or equivalent in an academic year.

5.3 Sessional Instructors: due to the temporary nature of sessional appointments, teaching reductions and paid time for scholarly activity do not apply to sessional contracts. However, sessional instructors are encouraged to participate in various forms of institutionally hosted professional development activities.

6. Course Release

6.1 Regardless of assigned teaching levels, additional course release may be considered for all continuing and limited-term faculty on an as-needed basis where scholarly activity, program development, or other time-limited projects demonstrably advance institutional priorities.

6.2 Course release may be proposed by a faculty member, Department Head, or the Deans' Office. Mutual agreement among the parties and final approval by the Vice-President Academic are required.

6.3 Course release approved under this provision is subject to operational and budgetary constraints. It does not constitute an ongoing entitlement or precedent, nor does it result in a reduction in employment status or compensation.

7. Workload Planning and Review

7.1 All Continuing and Limited-term faculty workload assignments are determined annually through a collaborative planning process between the faculty member, department head, and Deans' Office.

7.2 Continuing and limited-term faculty who are delivering upper-level courses must submit an annual scholarship plan for approval by the department head and Deans' Office. Proposed scholarly activity is reviewed for alignment with program learning outcomes and performance indicators. A written workload agreement issued by the Deans' Office specifies teaching assignments, scholarly activities, and service roles.

7.3 By mutual consent, workload adjustments may be made mid-year in response to enrolment changes, emergent institutional priorities, and/or emergent opportunities. Disagreements or appeals may be referred to the vice-president academic for resolution.

7.4 Faculty are expected to report on the outcomes of formally assigned scholarly activity during annual performance reviews.