

W.A. Franke Honors College
FACULTY WORKLOAD GUIDELINES (Career Track)
December 2025

1. Background

The W.A. Franke Honors College (FHC) is the academic home for the University of Arizona's highest-achieving undergraduates, offering small classes, intensive mentorship, innovative general education experiences, and interdisciplinary curricula. Faculty in the Honors College serve in two primary instructional areas:

1. **HNRS Faculty** – responsible for Honors seminars, interdisciplinary courses, and academic programs including our dual degree, minors, and certificates.
2. **UNIV Faculty** – responsible for the University's Gen-Ed ePortfolio courses (UNIV 101 and UNIV 301) and for training, onboarding, and supervising external UNIV instructors.

Honors College faculty are central to realizing the College's mission: high-impact teaching, individualized mentorship, academic excellence, and the intellectual and professional growth of Honors students. All FHC faculty are Career Track (CT), and most follow a standard workload distribution for Career-Track (CT) faculty of **60% Teaching, 20% Service, and 20% Scholarship**, with variations based on administrative assignments and program needs.

2. Workload Assignment Process

Annual Assignment

Workloads are assigned annually during the spring semester as part of the faculty member's Annual Performance Review. The Associate Dean for Academic Affairs meets individually with each faculty member to discuss teaching load, service expectations, and scholarship goals for the upcoming academic year.

Mid-year Adjustments

Because Honors offerings may shift based on enrollment, curricular needs, instructional staffing, and evolving student demand, teaching assignments may be adjusted prior to the start of each semester. When possible, changes will be communicated 4–6 weeks before the start of the term.

Documentation

Faculty receive a written workload summary outlining teaching assignments, service roles, and scholarship expectations. This document is signed by both the faculty member and the Associate Dean and is stored in Faculty Affairs files.

Disagreements

If a faculty member disagrees with the assigned workload, concerns may be documented on the signed form. The Associate Dean will meet with the faculty member to resolve discrepancies. Disagreements are uncommon and typically resolved through discussion.

3. Workload Distribution

Standard Distribution for All Career-Track Faculty

- **60% Teaching**
- **20% Service**
- **20% Scholarship**

This distribution applies to both **HNRS** and **UNIV** faculty, though the *type* of teaching and service differs between the two instructional tracks.

Teaching Loads

HNRS Faculty

- Two (2) 3-unit courses per semester
- One (1) 1-unit Honors seminar per semester

UNIV Faculty

- Six (6) 1-unit sections per semester
 - Combination of UNIV 101 and/or UNIV 301

Non-Typical Workloads / Special Cases

Workload distributions may be adjusted for:

- Significant administrative roles (Chair of the Faculty, Course Director of UNIV, Program Directors, Certificate Coordinators)
- Joint appointments

New / Unique Course Development

Over a typical period in rank, CT faculty may be expected to contribute:

- **HNRS faculty:** 1–3 new courses or major redesigns
- **UNIV faculty:** participate in UNIV 101/301 redesign processes as determined by the Course Director

4. Guidelines

A. Research / Scholarship Workload Guidelines (20%)

Scholarship for Career-Track faculty in the Honors College includes a broad spectrum of contributions that support academic excellence, interdisciplinary teaching, innovative pedagogy, and our faculty's home disciplines. Activities may include:

- Peer-reviewed journal articles or book chapters
- Conference presentations (e.g., NCHC, HERU, AAC&U)
- Pedagogical and SoTL scholarship, including research on Honors and General Education teaching and learning
- Public-facing scholarship (op-eds, popular books or articles, podcasts, interviews, TV appearances)
- Grant writing (internal or external)
- Major invited lectures, workshops, or trainings
- Editing or contributing to academic collections or serving in professional leadership roles
- Community-centered scholarship

- Ongoing revision of the UNIV 101 and 301 course readers

Deliverables should demonstrate sustained intellectual engagement and contribution to Honors education, interdisciplinary learning, or the faculty member's academic field.

B. Teaching Workload Guidelines (60%)

Teaching in the Honors College includes:

- Course instruction
- Curriculum design and revision
- Mentoring and academic support
- Development of digital or experiential learning materials
- Oversight of TAs, graders, or external instructors (as appropriate)

The Honors College recognizes two instructional tracks:

1. Teaching Guidelines for UNIV Faculty

UNIV faculty teach the College's high-enrollment UNIV 101 (First-Year ePortfolio) and UNIV 301 (Mid-Career ePortfolio) courses. Responsibilities include:

- Teaching six 1-unit sections per semester
- Leading sessions, online discussions, and structured ePortfolio checkpoints
- Providing substantive feedback on student ePortfolios
- UNIV 101
 - Term length may vary (15-week and/or 7-week)
 - Primarily in-person with select online sections for Arizona Online students as assigned
- UNIV 301
 - Term length is 7 weeks in both fall and spring semesters
 - Is fully online (asynchronous)

Enrollment & Section Management

Because UNIV courses are 1-unit and offered across multiple sections, the College sets enrollment targets based on Gen-Ed needs and retention benchmarks rather than traditional minimums. Section assignments may include a mix of 7-week and 15-week formats.

2. Teaching Guidelines for HNRS Faculty

HNRS faculty teach seminars and interdisciplinary courses designed specifically for Honors students. Responsibilities include:

- Teaching two 3-unit courses and one 1-unit seminar per semester
- Designing rigorous, innovative, small-enrollment Honors seminars
- Mentoring students in research, career planning, and academic pathways
- Supporting Honors-wide academic initiatives (contracts, national scholarship mentoring, interdisciplinary programs)

Enrollment Minimums

- Standard minimum for 3-unit HNRS courses: **12 students**

- Standard minimum for 1-unit seminars: **12 students**
- Exceptions may be made for pilot courses, interdisciplinary offerings, or programmatic needs

Course Cancellations and Reassignments

When enrollment is insufficient, the Associate Dean will notify faculty as early as possible, ideally **4+ weeks** before the semester start. Faculty may be reassigned to another course or given equivalent instructional duties.

C. Service Workload Guidelines (20%)

Service expectations are distinct for HNRS and UNIV faculty due to program structure.

1. Service Expectations for UNIV Faculty

UNIV faculty service primarily centers on curriculum administration and instructor development. Typical service includes:

- Provide support and mentoring for 10-14 part-time instructors
- Work with other members of the UNIV Faculty and UNIV Course Director to update instructional materials (course websites, instructor guides, instructor training and professional development, and/or other special projects of interest) (primarily spring semester)
- Serve on UNIV, Office of General Education, Honors College and/or University committees as appropriate
- Hold appropriate office hours each week
- Supporting Gen-Ed assessment, retention projects, and student success initiatives
- Participating in UNIV curriculum revisions and long-term planning
- Serving on College committees as appropriate
- Participation in regular staff/faculty meetings
- Assessment of course-level learning outcomes for UNIV 101 or UNIV 301

2. Service Expectations for HNRS Faculty

HNRS faculty contribute significantly to academic governance and the operations of Honors academic programs. Typical service includes:

- Serving on Honors College committees (Curriculum, Assessment, Awards)
- Serving on University-level committees (Faculty Senate, Gen-Ed committees, SPBAC, university governance bodies)
- Serving on admissions and scholarship review committees
- Coordinating minors, certificates, or academic programs
- Mentoring undergraduate researchers and national scholarship applicants
- Supporting Honors recruitment, public outreach, and programming
- Providing leadership in professional or disciplinary organizations
- Participation in regular staff/faculty meetings

D. Extension Workload Guidelines

The Honors College does not have formal extension appointments. However, community-engaged teaching, public scholarship, school outreach, and other engagement activities may count toward service or scholarship depending on the nature of the work and with approval from the Associate Dean.

E. Other Workload Guidelines

Adjustments to the standard 60-20-20 distribution may be made for:

- Chair of the Faculty with substantial administrative responsibilities (typically compensated with a stipend but without changing workload distribution)
- Course Director of UNIV (administrative + instructional leadership)
- Program Directors and Certificate Coordinators (typically counted towards service workload)
- Significant grant-funded responsibilities
- Faculty developing major curricular initiatives or overseeing College-wide programs

Summary

These guidelines articulate the expectations and flexibility required for faculty workload in the W.A. Franke Honors College. They ensure clarity, consistency, and equity across faculty roles while recognizing the distinct contributions of UNIV and HNRS faculty to the College's mission in undergraduate excellence, high-impact teaching, interdisciplinary learning, and student mentorship.