Overview: Faculty Success Plan

**Rationale**. Our Collective Bargaining Agreement requires a written Faculty Success Plan for tenure track faculty throughout the probationary period (“Probationary Faculty;” Article 14, Section 7.1.2) and for all qualified-rank faculty in years one-six (“QRF;” Article 14, Section 6.1.2). The “Success Plan” will be reviewed and updated annually throughout the probationary appointment for Probationary Faculty and in years one-six for QRF. It is the Chair’s/Director’s responsibility to initiate the implementation of the Success Plan to foster the achievement and effectiveness of every faculty member in the areas of teaching/librarian effectiveness, service, and, where assigned, scholarship/creative works to help support their early career success at BGSU.[[1]](#footnote-1)

**Purpose of the Success Plan**. A “Success Plan” is a written agreement between the faculty member and the Chair/Director. The purpose of a Success Plan is faculty mentoring. Because of the role of the Chair/Director in reappointment, tenure, and promotion recommendations, the Chair/Director is uniquely qualified to serve as a mentor to the faculty member. Additional mentors may be identified to offer specialized disciplinary guidance support, but the primary mentoring responsibilities rest with the Chair/Director. The Success Plan may (or may not) include specific items, but it must, at a minimum, contain a commitment to meet at least once each academic year.

The following suggestions are offered to improve the effectiveness of the Success Plan:

* The topics of conversation should be open. The faculty member should feel comfortable discussing problems or asking for help without feeling that the conversations are part of some evaluative process.
* The Chair/Director will apprise the faculty member as to what professional development resources are available (e.g., travel funds).
* The Chair/Director should participate with the goal of listening, providing advice as needed, directing the probationary faculty towards available unit, college, or university resources that could help (examples might include assistance from the Center for Faculty Excellence, learning communities based on pedagogy, or access to grant writing workshops), and/or considering requests or offers of additional or new resources where appropriate and available (examples might include use of available funds to repair or replace laboratory equipment, one-time travel funds to meet with grant agency program officers, or funds to support unique pedagogical materials).
* Effective mentoring requires a climate of trust, mutual respect, and collegiality.

**Directions**. A Success Plan template is found on the Office of Provost website. It is strongly recommended that the initial Success Plan should be formulated and signed by both the faculty member and Chair/Director no later than the sixth week of the first semester at BGSU. The Success Plan should be reviewed annually and updated as appropriate in subsequent years at the initiation of either party prior to the end of each spring semester. A Success Plan should be maintained throughout the probationary period for Probationary Faculty and the first six years for QRF.

1. Specific criteria and standards for success in these areas are discussed in each academic unit’s Reappointment, Tenure, and Promotion Policy, which describes the evaluative processes that the department/school have developed to assess progress toward reappointment, tenure and promotion. Faculty are already being evaluated annually for merit and reappointment. The Success Plan is not intended to be an additional evaluative process. Effective faculty mentoring serves the purpose of improving the success of the faculty member in these evaluative processes. [↑](#footnote-ref-1)