

# Handbook for Postdoctoral Fellows



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# Welcome

Greetings,

Welcome to The Florida State University. We hope the enclosed information will ease your transition to working and living in Tallahassee and that you will take the opportunity to attend the orientation for new postdocs that we offer every August.

In addition to information about both Florida State University and Tallahassee, this handbook includes information on health benefits, housing, childcare, and campus resources. And take a look at the information about the FSU Postdoctoral Association and all they offer. You are now a member!

Enjoy your training at the University and living in Tallahassee. We are happy to welcome you to our community of scholars.

Sincerely,

Debra Ann Fadool  
Nancy Marcus Professor of Biological Science  
Program in Neuroscience and Molecular Biophysics  
Associate Dean, Director of the Office of Postdoctoral Affairs, FSU Graduate School

## New Postdoctoral Fellow Arrival Checklist

During your first few days on campus, you will need to do the following in order to complete your hire, register for benefits and obtain access to buildings.

- Make arrangements to meet with your research advisor/Principal Investigator (PI). Similarly, try to meet your colleagues and locate your lab, office or other work area.
- Meet with the Department Administrator to:
  - Complete employment paperwork, remembering to bring identification such as your passport or birth certificate.
  - Obtain your Florida State University (FSU) identification number and your FSUID, which you need for FSU e-mail and other university information systems.
  - Complete your application for your FSUCard ID.
  - Complete forms needed to obtain keycard access to your building, lab, and office.
  - Ask about other department-specific procedures.
  - Introduce yourself to the postdoctoral director or coordinator of your department. A list of all coordinators can be found at the "About Us" section of the [OPDA website](#).
- If you are an international postdoc go immediately to the [Center for Global Engagement](#) for assistance with:
  - information on Social Security numbers and cards;
  - visa and tax treaty forms;
  - any needed updates to your benefits and/or insurance if required for your visa.
- Go to the FSUCard Center to get your FSUCard ID. The FSU card center is located on Woodward Avenue adjacent to the FSU Union. In order to get your FSUCardID, you will need the following documents:
  - A passport or government issued photo ID (like a driver's license).
  - Your EMPLID that can be found by signing in to my.fsu.edu, select Secure Apps, and then select FSU ID Identity Management.
  - Must be actively enrolled in Omni by your department.
- Select and enroll in one of the university benefits plans available to you.
  - This must be completed within 60 days from your start date to enroll.
  - Registration is done online through [People First](#).
  - Refer all questions to the Benefits Office: 850-644-4015.
- The university's Standard Practice Guide contains the university policies. To make certain you understand the policies regarding Postdoctoral Research Fellows, read carefully through the [Faculty Handbook Policies and Procedures](#).
- Review the website for [FSU Parking and Transportation Services](#), for complete

information about bus schedules and routes, parking permits, maps, disability services and more.

- Become familiar with the Office of Postdoctoral Affairs website and various communication portals to help you network with your new postdoctoral community at FSU. Here you will find upcoming events, travel grant opportunities, reference to policy updates, and professional development resources.
  - Follow us on our Twitter page at <https://twitter.com/FSUPostdocs>
  - Like us on Facebook page at <https://www.facebook.com/FSUPostdocs>
  - Join your free membership in the National Postdoctoral Association as sponsored by our institutional membership in this national association.
  - You will be automatically subscribed to our FSU postdoc listserv with your employment start for important announcements. If you will receive a Monday morning newsletter called the Weekly Digest with important announcements for postdoctoral scholars.

## Core Tenets of Postdoctoral Training

- **Institutional Commitment**

The Florida State University is committed to maintaining the highest standards of training and to providing a period of training sufficient to ensure that, when completed, the trainee can function independently as a scientific professional. Institutional oversight is provided for terms of appointment, salary, benefits, grievance procedures and other matters relevant to the support of postdoctoral appointees. The Office of Postdoctoral Affairs (OPDA) within The Graduate School is designated to provide this oversight and is available for the administrative support of postdoctoral affairs.

- **Quality Postdoctoral Training**

Individuals should be trained to independently formulate meaningful hypotheses, design and conduct interpretable experiments, adhere to good laboratory or research practices, analyze results critically, document results thoroughly and accurately, understand the broad significance of the research findings and uphold the highest ethical standards in research. Also integral to postdoctoral training is developing additional skills—including oral and written communication, grant writing, and laboratory or research management. Some postdoctoral scholars will also be engaged in teaching as an instructor of record.

- **Importance of Mentoring in Postdoctoral Training**

Seeking and receiving effective mentoring, separate from research advising, is critical for both personal and professional development. A good mentor builds a relationship that is characterized by respect and understanding. Attributes of a good mentor include being approachable, available and willing to share his/her knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

- **Foster Breadth and Flexibility in Career Choices**

Postdoctoral appointees must have training experiences of sufficient breadth to ensure that they are prepared to pursue a wide range of professional career options. Effective and regular career guidance is essential and can be provided by the mentor and the institution.

## Salary and Benefits

The most complete listing and detailed descriptions of the salary, benefits, vacation days, retirement, and other compensation available to postdoctoral fellows is located on the website of Human Resources for OPS Employees: [http://hr.fsu.edu/?page=edm/ops/ops\\_home](http://hr.fsu.edu/?page=edm/ops/ops_home)

At the Florida State University, postdoctoral fellows are defined as mentored trainees where the appointment is viewed as preparatory for the trainee's career. The appointment involves substantial mentored training in a field relevant to the trainee's career path, including research, scholarship, or teaching. The appointee works under the mentorship of a faculty member. When appropriate and with the approval of the advisor the appointee is encouraged to publish research or scholarship results during the period of the appointment. All appointments will be classified as a postdoc under the employee class in OMNI.

As a mentored trainee, individuals should receive appointments with a specific start date and initial duration. Appointees must be awarded a Ph.D. or equivalent doctorate (e.g., Sc.D. or M.D.) in an appropriate field within 5 years prior to appointment. Exceptions can be made on an individual basis when justifiable and accompanied by supporting documents with prior approval from the Office of Postdoctoral Affairs. Further, individuals may not hold an appointment as a postdoctoral scholar for longer than four years. Under special circumstances as approved in advance by the provost, postdoc appointments may be renewed for an additional year for a maximum of five years total. At the end of the training period, it is expected that the postdoc will move into a non-postdoctoral position either at FSU or elsewhere. Time taken for prior, non-postdoctoral training or employment does not count toward this four-year limit. The duration of your appointment is at the discretion of your department, program or other appointing unit, and is based on your scientific progress and the regulations outlined by your funding sponsor, if applicable.

### Hiring Contract

All postdocs must be provided a letter of hire as templated on the [Office of Postdoctoral Affairs](#) (OPDA) and [Human Resources](#) websites. We have hyperlinked suggested letter templates at the OPDA according to the classifications provided below.

Note that postdoctoral appointments fall into one of two categories depending upon the manner of the financial support. This is important because the manner of funding determines the benefits to which you are entitled, and the mode of taxation.

The following are the *two classifications* for Postdoctoral Appointments -

- **Postdoctoral Scholar Appointments** (hired under job code M9189 - domestic or job code M9189N - international) - This classification is for an OPS appointee who is a regular FSU employee working more than 30 hours/week and who is covered by the Affordable Care Act. This type of scholar is typically paid by FSU or a grant administered by FSU. The scholar has access to faculty insurance plan options, Bencor Retirement plan, Seminole Savings, and Florida prepaid tuition plans.

- Postdoctoral Scholars are paid as salaried employees, regardless of the funding source, for providing a service. This generally occurs when the individual's training is accomplished through meeting a work obligation and providing service to a sponsored contract. This may also occur through commitment of instructional services to the institution. The appointments of such individuals will show an appropriate percentage of effort and a "salary payment." State and federal payroll taxes and Bencor retirement contribution are withheld from monthly compensation.
- **Postdoctoral Courtesy Appointment** (hired under job code H9189) - This classification is for an OPS appointee who is a non-faculty visitor at FSU. This type of scholar is not paid by FSU but rather the scholar's home country, institution, or other program. This classification also comprises scholars appointed on NIH training grants. The scholar may have access to the wellness center student insurance plans depending upon funding source for position, if and as required by the state of Florida. All Postdoctoral Courtesy Appointments should also be guided by important policies referenced in the "Unpaid Visiting-Scholar Researcher Policy" that pertain to their classification as postdocs.
  - Postdoctoral Courtesy Appointees are generally supported by a stipend, regardless of the funding source, and effort is solely devoted to research training activity. Such stipends are usually supported by an institutional or individual federal training grant or home country. Payroll taxes nor retirement contributions are not withheld from monthly compensation, but income may be subject to state and federal taxes. Appointees should refer to tax experts to determine their liability to pay taxes.

## Monthly Compensation

The Office of Postdoctoral Affairs and the Postdoctoral Advisory Board, in conjunction with the Provost's Office, require a minimum annual compensation level for all postdoctoral scholars of \$47,658. In order for an employee to be exempt from overtime pay for all work performed over 40 hours per week, they must earn \$913 per week. Starting August 1, 2016, all extramural proposals submitted from FSU will be directed to use the new base rate. If a postdoctoral scholar is currently supported by their own NIH grant or an institutional training grant, the rates have increased to meet the FLSA minimum. Supplements can be requested to obtain the rate increase by contacting the program officer of the supported institute.

## Health Insurance

All postdoctoral fellows are required to enroll themselves and their dependents in one of a number of group health and prescription drug insurance plans. The plans and services available, as well as the co-pay rates, may vary from year to year so it is important to read through what is offered before enrolling. There are standard plans, health maintenance organization (HMO) plans, high deductible health plans (HDHP), and preferred provider organization (PPO) plans from which to select. If you are an international scholar, your VISA may restrict the type of plan you are eligible to obtain.

Insurance plans offering coverage for dental and vision care also are available to all postdoctoral fellows.



There are additional benefits such as life insurance; hospital, cancer, short-term disability, and accident insurance that are available, depending upon status as postdoctoral scholar or courtesy appointment.

Enrollment in the benefit programs described above must be completed within 60 days of the start date of your appointment. Benefits selections may only be changed during the annual open enrollment period in the fall, or following changes in family status such as birth or marriage. You can select your benefits and enroll by following the simple step-by-step online process located in People's First, <http://peoplefirst.myflorida.com> or contacting them by phone, 1-866-663-4735. You may also contact helpful staff in [FSU Human Resources Department](#), at 850 644-4015 or [insurance@fsu.edu](mailto:insurance@fsu.edu) to obtain your People First ID.

## Retirement

Postdoctoral Scholars are mandatory participants in the Bencor Retirement system that withdraws 7.5% contribution from the paycheck in lieu of social security. No Social Security credits are earned while in Bencor but participants can invest contributions within the plan.

Account withdrawals/transfers are permitted once the scholar is terminated from OPS employment. Bencor online account access to view current account balance, history, maintain investments, etc. can be found at – <http://bencorplans.com> - Choose "Participant Login". Questions concerning Retirement Benefits can be directed to Bencor Administrative Services: 888-258-3422, <http://www.hr.fsu.edu/Bencor>, or can be directed locally at FSU Retirement Benefits Office – (850) 644-4017 or [retirement@fsu.edu](mailto:retirement@fsu.edu).

Postdoctoral Scholars have access to Voluntary Retirement Savings Plans (403b), Deferred Compensation Plans (457), and Individual Retirement Accounts (Roth IRA; 403b). For questions concerning these plans, please contact Michael Horgan, 850 644 -4017, [mhorgan@fsu.edu](mailto:mhorgan@fsu.edu)

## Seminole Savings and Campus Access

Postdoctoral Scholars have access to the Florida 529 Savings Plan, or Florida Pre-paid Tuition Program for their dependents. There is an employee discount program called Seminole Savings for which you can show your FSU ID card to receive up to 10% discount at local shops and vendors. A list of participating categories and vendors can be found -

[http://hr.fsu.edu/?page=benefits/benefits\\_perks/benefits\\_perks\\_seminole\\_savings](http://hr.fsu.edu/?page=benefits/benefits_perks/benefits_perks_seminole_savings)

The FSU ID card will also provide access to campus libraries, the gym, and transportation on the Star Metro.

## Holidays

No minimum appointment is required. There are seven holidays observed by the university: New Year's Day, Memorial Day, the Fourth of July, Labor Day, Thanksgiving Day and the day after, and Christmas Day. In addition, the university generally observes as holidays what are termed season days—the five week days that fall between Christmas Day and New Year's Day.

At this time there is no paid time off for any classification of postdoctoral trainees. Trainees generally receive the same holiday benefits as regular employees, but should consult with the department administrator and individual advisor regarding the specific arrangements.

All postdoctoral trainees are eligible under the Family Medical Leave Act (FMLA) to be absent from work for up to a total of twelve weeks in the employee's FMLA benefit year for a qualifying event or events with the continuation of benefit coverage when certain conditions are met. Qualifying events include the birth and care of a newborn, adoption of a child, serious health condition of the employee or their child, or active military service of the employee or caregiver of a child. For details and eligibility of the FMLA, refer to the US Department of Labor (<http://www.dol.gov/whd/fmla/>). Individuals should check with the FSU Center for Global Engagement and Human Resources to obtain advise on transitioning to any unpaid leave so as to not jeopardize their particular VISA status or break coverage of their health benefits.

## Resources

### Work-Related and Personal Issues

- [Employee Assistance Program](#)  
The EAP is a free, confidential program that provides a professional support system for the faculty and staff of the university, and their dependents. The staff at EAP are all licensed and certified, and their mission is to contribute to a healthier work environment by assisting individuals with problems.
- [Center for Global Engagement](#)  
The CGE provides orientation, immigration advising, and ongoing support to over 3,000 international students and family members as well as to over 400 international scholars and faculty. Their mission is to facilitate international diversity, foster global understanding and awareness, and enhance internationalization efforts within the FSU community through: Intercultural programs, workshops and classes, and international exchange programs.
- [The Office of Equal Opportunity & Compliance](#)  
The EOC is responsible for advancing and monitoring the university's Equal Employment Opportunity; Sexual Misconduct; Affirmative Action; Americans with Disabilities Act; Family Medical Leave Act, policies, procedures, programs, and initiatives. For more information, please click link above to visit their webpage.
- [Student Disability Resource Center \(SDRC\)](#)  
Under the direction of the Dean of Students, SDRC was established to serve as an advocate for Florida State students with disabilities and ensure that reasonable accommodations are provided. Their mission is to collaborate with and empower FSU students to create an accessible and inclusive environment by identifying, minimizing, and where possible, eliminating barriers to equal access while encouraging equal participation for students with disabilities.

- [\*\*Ombudsman Program\*\*](#)  
The ombudsman provides confidential and informal assistance. The ombudsman serves as a source of information and assistance in resolving work-related issues. They provide impartial dispute resolution, and will not identify an employee or disclose an employee's confidences without express permission of the individual except where required by law, or university policy. For more information, please click on the link above to visit their webpage.

## Professional Development

- [\*\*Program for Instructional Excellence \(PIE\)\*\*](#)  
The Program for Instructional Excellence (PIE), strives to enrich the learning experience for undergraduate students at FSU by supporting the teaching efforts of graduate student teaching assistants through its various services. PIE offers professional development programs that create opportunities to foster a sense of collaboration and community among all graduate student teaching assistants at FSU. For more information on PIE training and conferences, please visit website above. For questions, please contact Dr. Liseno, PIE Director at: (850) 645-7318
- [\*\*Center for Intensive English Studies\*\*](#)  
CIES is an English language school for those who are serious about learning the English language and want to succeed at an American university. The center has over 35 years of instruction and is and is accredited. If you are wanting to succeed at learning English, please visit their website to learn more, or contact them at: (850) 644-4794
- [\*\*Preparing Future Faculty \(PFF\)\*\*](#)  
The Preparing Future Faculty Program assists and prepares doctoral students, and postdocs prepare for future faculty work through workshops and seminars aimed at helping the future faculty member become successful. The PFF program consists of five components: Research; Teaching; Career Building; Mentoring; and Portfolio. Individuals who complete all components of the program to receive the PFF recognition, verifying they have taken approved professional development specialized study.
- [\*\*Information Technology Services\*\*](#)  
ITS is the central IT organization for FSU that provides vital technology support, training, and assistance to students, faculty and staff at Florida State University.
- [\*\*FSU Libraries\*\*](#)  
Mission is to support and enhance the learning, teaching, research, and service activities of the Florida State University by providing organized access to quality information in all formats.
- [\*\*Lynda.com\*\*](#)  
Grants access to free online training on a multitude of subjects. For more information, and to gain access click on the link above.

- [Data Management](#)

The libraries at Florida State University can assist and are available on an individual basis for data management planning and how to put a data management plan in place. Questions and more information, please contact Renaine Julian, Data Research Librarian at [rjulian@fsu.edu](mailto:rjulian@fsu.edu).

## Health and Well Being & Local Hospitals

- [FSU Wellness Center](#)

UHS physicians and staff provide a wide range of medical services, including clinics, emergency care, immunizations and a travel health clinic

- [Tallahassee Memorial Healthcare](#)

“Tallahassee Memorial Healthcare is a private, not-for-profit community healthcare system that offers inpatient and outpatient care. TMH is comprised of a 772-bed acute care hospital, a psychiatric hospital, multiple specialty care centers, three residency programs, and partners with Florida State University.”

- [Capital Regional Medical Center](#)

“Capital Regional Medical Center has been serving the area for over 30 years with physicians in 20 specialties and subspecialties.”

- [Psychiatric Services at UHS](#)

Psychiatric Clinic provides quality health care for. Services include: psychiatric evaluation, treatment recommendations, crisis intervention; screening for inpatient psychiatric hospitalization and mental health and substance abuse treatment referral information.

- [Psychology Clinic](#)

A mental health service, training, and research center operated by the Department of Psychology at Florida State University. They are dedicated to providing empirically supported treatment and assessment services to Tallahassee and surrounding communities. Assessment and treatment are available for adults, adolescents, and children, and to everyone in the community who contacts the Clinic, regardless of affiliation with the University. Click the link above for more information.

- [Victim Advocate Program](#)

This center promotes and supports survivor healing, and provides educational and supportive services for the FSU community related to sexual assault, intimate partner, and domestic violence, sexual harassment, and stalking.

- [University Health Services \(UHS\)](#)

Postdoctoral fellows can take advantage of the many programs and services provided by UHS to help meet health and wellness needs; these include physical therapy, nutrition, diagnostic imaging, tobacco treatment and alcohol management.

- [FSU Campus Recreation](#)

Postdoctoral fellows are eligible to purchase discounted memberships for access to the university's outstanding facilities and amazing variety of recreational activities. Some of the recreational activities served by FSU Campus Rec are: Aquatics; Fitness & Wellness; Intramural Sports; Outdoor Pursuits & Sport Clubs. For more information, please click on link above.

- [Seminole Dining](#)

Offers three full dining facilities with healthy meals prepared by top culinary chefs. Meals plans are also available for purchase. Please visit their website for daily menu, and hours of operation. Seminole Dining also has a registered dietitian on staff to answer questions regarding eating healthy choices.

## Florida State University Postdoctoral Association (PDA)

The Florida State University Postdoctoral Association (PDA)

<http://opda.fsu.edu/fsu-pda>

- [Florida State University Postdoctoral Association \(PDA\) Bylaws](#)

The Florida State University Postdoctoral Association (FSU PDA) was founded in August 2012 by postdoctoral researchers, with a shared vision to bring together postdocs across disciplines while improving the postdoctoral environment and training experience at FSU. Working with postdoctoral fellows, faculty members, and the administration, the PDA helped pave the way for the establishment of the Office of Postdoctoral Affairs (OPDA). Today, we have postdoctoral representatives from 8 departments who volunteer their time to help coordinate events, workshops, and relay information to their home departments all in the interest of making the postdoctoral experience at FSU productive and enjoyable.

All postdoctoral scholars at the Florida State University are invited to be members of the PDA regardless of the appointing program or department. If you don't know who the PDA representative is in your home unit, please see the photo directory [here](#).

The PDA seeks to enhance the postdoctoral experience and promote the continued success of postdoctoral fellows by:

- Promoting personal and professional development through seminars and workshops;
- Providing opportunities for networking, collaboration and the exchange of knowledge and experience among postdocs;
- Advocating for postdoc-friendly university policies and creating awareness in the administration about problems common to all postdocs;
- Fostering a sense of community among postdocs; and
- Providing information, resources and support for all research fellows as well as graduate students that are considering an academic career.

The PDA board meets on the second Monday of every month at 11:00 am. We rotate between the KIN Life Science Seminar Room, 3009 and the Magnet Laboratory to allow ease of access to both main and the engineering campus. Everyone is welcome to attend and get involved! Meetings are announced in the Weekly Digest, @FSUPostdocs on Facebook and Twitter. You may also contact the board via e-mail: [OPDA-Info@fsu.edu](mailto:OPDA-Info@fsu.edu).

In addition, the OPDA and PDA jointly host the Spring Event Professional Workshop every May and the Postdoctoral Fall Symposium and Poster Competition every September. There are also social events; typically, a happy hour, picnic, or coffee networking event. Keep an eye on the calendar at <http://opda.fsu.edu/upcoming-events-workshops/upcoming-events> and look for e-mails from the FSU Postdoc Listserv for details about these events.

Similarly, Postdoctoral Scholars at the College of Medicine and those in the Department of Biological Science and Program in Neuroscience schedule a series of career and professional development events each semester. These events are designed to help postdocs identify career paths and gain the

skills necessary to succeed in the career of their choosing. They are open to Postdoctoral Scholars and advanced Graduate Students across the University. Both series are organized by faculty. The one in Biology/Neuroscience is called “Postdoctoral Mentoring Workshop” is held on the second Monday of each month throughout the academic year in room 2057 of the KIN Life Science Building at noon. Lunch is provided and no advance registration is required. March is typically an oral competition where postdoctoral scholars receive faculty feedback on their oral communication skills. The one in the College of Medicine is a summer series called “Tools of the Trade” and is a Friday afternoon class, GMS 60001, held in COM 1301.

Additionally we have a video and PowerPoint archive of all of our events if you are busy with your research and some of our events are recorded on Facebook Livestream at @FSUPostdocs.

### FSU Postdoc Quick Links



[Facebook](#)



[Twitter](#)



[Linked In](#)



[National Postdoctoral Association](#)



[FSU Postdoc Listserv Request](#)

Postdoc  
News

[Weekly Digest](#)



[OPDA Email](#)



## Living in Tallahassee

According to Wikipedia, the founding of Tallahassee was in 1821 as largely a matter of convenience. A territorial government was established, but it was impractical to alternate meetings in St. Augustine and Pensacola, the two largest cities in the territory at the time. This led the territorial governor [William Pope Duval](#) to appoint two commissioners to establish a more central meeting place.

Tallahassee was selected because it was centered between Pensacola and St. Augustine and became Florida's capital city in 1824. Remember, there was no air-conditioning, so Tallahassee was "centered" in the state, west, east!

"Florida State University history stems back to 1851 when the state of Florida Legislature provided an establishment for a higher education system. FSU was originally named West Florida Seminary, and the name remained until 1863 when the state legislature renamed the school The Florida Military & Collegiate Institute."

"In 1901 due to changes, the school was renamed to Florida State College. In 1905, the state of Florida reorganizing its educational system decided to move all males to its new school called the University of Florida in Gainesville and females remained in Tallahassee, and the school name was changes again to Florida Female College, then to Florida State College for Women.

In 1947, males returning from World War II were allowed to return to Tallahassee to further their education. The college returned to a co-educational system and was renamed once more to its current name, Florida State University. To read more information on FSU's history, please visit: [FSU's history](#).

Today, Florida State university is one of the most sought after Universities to attend with many 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> generation families. As an R1 university, FSU strives to offer, and continuously ranks very high with many programs, including sciences, medicine, law, business and the arts."

### Housing in the Tallahassee Area

Both the University and the city have a variety of sites that will provide information about available housing options and locations. Also connect with current postdocs on where to find available housing.

- [Off-Campus Housing](#)

The city has a substantial number of apartment structures and rental homes; the university maintains a website to assist with locating the situation that's right for you.

- [Apartment Finder](#) [Apartment Guide](#) & [The Center for Global Engagement](#)

Can take the hassle out of finding affordable housing solutions.

- [Guide to Tallahassee](#)



This webpage has information for anyone relocating to the Tallahassee area with descriptions of the neighborhoods, and information about public schools. [Rent Tally](#), has a relocation guide with information on finding apartments, and getting around Tallahassee.

- [Tallahassee Democrat](#)  
The local city newspaper that contains the news, and listings of available housing.
- [Florida State University Campus and City Maps](#)  
Here you'll find a variety maps for different parts of campus, parking locations, bus routes, restaurant locations and much more.

## Emergency Preparedness

- [Hurricane Preparedness](#)  
This page provides information on what to do in the event of an actual Hurricane and how to be prepared.
- [Florida Disaster](#)  
A website maintained by the State of Florida Emergency Management, with current weather, information on road closures, and radio broadcasted weather alerts through NOAA.
- [Have a Hurricane Plan \(2017 Disaster Survival Guide\)](#)  
Click on the above link to download the 2017 Hurricane Guide which explains how to be prepared, what to do, where to find shelter if you have to evacuate.
- [Prepare Your Home for Hurricane Season](#)  
This webpage is brought to you by the City of Tallahassee, which explains the potential damage caused by hurricanes, and what you can do to minimize the damage by preparing your home.
- [Hurricane Connection](#)  
Information on Tropical Storms & Hurricanes and how to be prepared. Also related links and important phone numbers.
- [FSU Emergency Management](#)  
A division of FSUPD provides information to ensure the safety of all students, faculty, staff, visitors and families at FSU. They provide information on current alerts, training, disaster preparedness, and special event planning. They even provide their own app you can download on your phone called [Seminole Safe](#). For more information on FSU Emergency Management, or to get involved, please click on the link above.

## Police, Fire & Emergency

- [FSU Police Department](#)  
Florida State University's own dedicated, state of Florida certified and trained police force provides training, and protection to all FSU students, faculty & staff. They offer a free app for your phone called FSU Guardian, which is available for your personal safety.
- [City of Tallahassee Police & Fire Departments](#)  
This link provides essential information on the local police and fire departments in Tallahassee, FL, and who to call for off-campus emergencies.
- [Leon County Sheriff's Office](#)

## Utilities, Cable and Internet

- [City of Tallahassee](#)  
The City of Tallahassee provides information to turn on/off utilities, pay your bill, scheduled trash pickup days and other useful information for residents living in the city of Tallahassee limits.
- [Talquin Utilities](#)
- Talquin provides utility information and services for [residents](#) living outside the Tallahassee city limits. Click on their link above for more information.
- [Xfinity by Comcast](#)  
Cable television, phone and internet provider.
- [CenturyLink](#)  
DSL internet, phone and television provider.

## Transportation

- [Transportation and Parking Services](#)  
The university's Parking & Transportation Services web page has just about everything you need to know about getting around campus and community. Here you'll find information about the free campus bus option (Seminole Express), carpooling, parking permits, visitor parking, patient parking, and university vehicle leasing. You can also read about construction updates that may affect your commute around FSU. You can even download the bus tracker app TransLoc, as well as other vital FSU apps [here](#).
- [City of Tallahassee Bus Service \(Star Metro\)](#)  
Star Metro has routes that serve all of Tallahassee, including the downtown area, local hospitals, and shopping. Individuals with a valid FSU ID card are able to ride free on any of Star Metro's regularly scheduled fixed-route buses. Star Metro also offers NightNole, a late-

night, bus service, that runs Monday – Saturday from 8:00 PM – 3:00 AM during the fall & spring semesters.

- [Zipcar Car-Sharing Program](#)

This is a convenient option for those who don't own a car. You can get most places in the city by bus, bike, or on foot, but you may occasionally need a vehicle. Parking and Transportation Services has partnered with Zipcar to provide special membership plans and rates. You can rent a variety of vehicle types by the hour or by the day.

## For Partners, Spouses and Families

Below are a few websites on common topics relevant to those who have relocated to the area as a result of the postdoctoral appointment of a partner and/or family member.

- [Employment at Florida State University](#)

- [Tallahassee Government Employment](#)

- [Leon County Public Schools](#)

- [Leon County Private Schools](#)

- [FSU ChildCare](#)

- [Literacy Volunteers of Leon County](#)

Literacy Volunteers of Leon County work one-on-one with adults and families, helping them to learn how to read and write, do math, or speak English (ESOL) for free.

- [Student Veterans Center](#)

Many transitioning Veterans wonder where to turn as the return to civilian life. With so much information available, Florida State University strives to become the most Veteran friendly university. The best place to start for Veterans is the Student Veterans Center. With its friendly and knowledgeable staff, they can help steer Veterans in the right direction for retraining and being not only successful, but marketable too. They can help guide with filling out educational benefits forms, offer workshops, events geared toward Veterans, and even have a VA success counselor on staff.

## Parks and Recreation

Tallahassee has over 80 parks in Leon County. The variety of parks allow outdoor enthusiasts to participate in all kinds of sports and recreational activities. Residents enjoy access to beautiful gardens and the city's large system of trails, and many playgrounds and pools. You'll find activities ranging from canoeing and biking, to swimming and tennis. Download map to parks [here](#). Inquire about annual passes that are available.

- [Maclay Gardens](#)
- [Wakulla Springs State Park](#)
- [Tallahassee Parks & Recreation](#)  
Listing and maps available for download of parks and trails in Tallahassee.
- [FSU Reservation](#)  
The “Rez” as it is called is owned and managed by Florida State University and is available for use by all FSU students, faculty, staff and their families. There are cabins and pavilions for rent on a first come, first serve basis. Rent a kayak or swim in the lake, or enjoy other outdoor pursuits, or try the FSU Challenge course. Click on the link above for complete park information.
- [St. Marks National Wildlife Refuge](#)

## Arts and Entertainment

A diverse cultural life thrives in Tallahassee. Venues both on and off campus contribute to the city’s reputation for being one of the top venues of the performing arts in the country. Performances range from national and international talent to student productions. Live music can be found almost any night of the week around town. The School Theatre is one of the top-tier theatre training programs in the nation. The school hosts university and wider community performances throughout the academic year. The [Museum of Fine Art](#) has a history of exciting exhibitions from lush paintings, dynamic sculptures, to photography. Here are just a few venues to consider.

- [School of Theatre](#)  
Operated by the College of Fine Arts with performances by the school of theater Graduate & Undergraduate students. Please visit website for date and time of shows and for tickets prices.
- [Opening Nights](#)  
Opening Nights has a variety of shows and performances throughout the academic year. Please check their webpage above for performance times, dates and shows.
- [Theatre Tallahassee](#)  
Please visit website for 2017-2018 shows
- [Florida State Seminoles Athletics](#)  
Relax and enjoy exciting Florida State Seminoles athletics events. Whether your favorite sport is basketball, baseball, tennis, soccer, or American football, the Seminoles athletics are always top rated in national surveys.
- [FSU’s Donald Tucker Civic Center](#)  
Hosts a variety of events. From graduating commencement ceremonies, to concerts, and is home to the top ranked Florida State Seminoles men’s and women’s Basketball teams.

- [Tallahassee Museum](#)
- [Capital City Amphitheater at Cascades Park](#)  
Operated by the city of Tallahassee, the park has a variety of events available for the whole family. Whether you want to come out and walk, jog, or ride your bike around the trails. The park offers a fountain where children play in the daytime, and at night the waters really come alive to music. In the center of the park is the Amphitheater that features live performances. For more information on Cascades Park visit: <http://discovercascades.com/>
- [Visit Tallahassee](#)  
Your guide to what to do in Tallahassee

## Teaching as Instructor of Record

Postdoctoral scholars can have the opportunity to mentor undergraduate and graduate scholars in a research setting and are eligible to serve as a mentor in the [Undergraduate Research Opportunity program](#) or UROP. Some postdoctoral scholars may have teaching duties as part of their job description at either the undergraduate or graduate level or be hired into the [Teaching Postdoctoral Scholar](#) two-year program in the College of Arts & Sciences. In order to be an instructor of record, postdoctoral scholars must have the following appointment qualifications and ongoing, sustained qualifications.

### Appointment Qualifications

- They must have a doctorate in a field of specialty commensurate with the teaching assignment.
- Their position as instructor of record must be approved by the department chair.
- They must have a named supervisor for their teaching assignment that can be their research or other faculty advisor.
- They must attend the two-day Program for Instructional Excellence (PIE) Conference or have individualized and approved departmental training in the Family Educational Rights and Privacy Act (FERPA), Discrimination-Sexual Harassment-Retaliation, Blackboard and Technology Use, FSU Academic Honor Policy, and Syllabus Formulation.
- The Scholar must have the same proficiency for English as required by a graduate teaching assistant at FSU. Specifically, if the Scholar did not receive their doctorate at an American University or where English was the main language, they must score a 50 on the Speaking Proficiency English Assessment Kit (SPEAK) test (\$60 fee) OR earn a 90% or better in the semester-long course EAP 4831 (Advanced Spoken English for ITAs) (\$2,163 tuition) OR score a minimum of 80 or greater on the internet-based Test of English as a Foreign Language (TOEFL) including a minimum of 26 on the Speaking portion of the exam OR complete the 7 week summer Center for Intensive English Study (CIES) Program (\$2,100 tuition). The language standard must be met before the Scholar enters the classroom and is appointed as the Instructor of Record.

### **Sustained Evaluation Qualifications**

- A performance evaluation as the Instructor of Record must be completed no later than three weeks after the close of each semester. Please consult, as needed, the FSU Policy on Evaluation of Instructors of Record (<http://policies.fsu.edu/>). Evidence of performance to be considered includes, for example, data from SPCI responses or supervisory classroom visitations.
- Reappointment at an Instructor of Record is contingent upon the results of the performance evaluation (form for such, can be found here <http://fda.fsu.edu/>).

## **Compact, Annual Evaluation and Certifications**

### **I. Compact Between Postdoctoral Appointees and Their Mentors**

#### **Introduction**

This Compact is modified from the version first published by the American Association of Medical Colleges. This document highlights the core values of the Florida State University that pertain to postdoctoral fellows. This document also provides a starting point for useful and important discussions between postdoctoral fellows and their mentors.

This compact serves also as a pledge and a reminder to postdoctoral fellows and mentors that their personal conduct and commitments to one another should reflect the highest professional standards and mutual respect.

Postdoctoral training is an integral component for scholars and scientists as they advance in their professional careers. Postdoctoral appointees typically join an institution to further their training in a chosen discipline after obtaining a terminal degree (e.g., Ph.D., M.D., D.V.M.). This training is conducted in an apprenticeship mode where a postdoctoral fellow works under the supervision and guidance of a faculty mentor who is qualified to fulfill the responsibilities of a mentor. The postdoctoral fellow may undertake scholarship, research, service, and teaching activities that together provide a training experience essential for her/his career advancement.

#### **Compact**

#### **Commitments of Postdoctoral Appointees**

- I acknowledge that I have the primary responsibility for the development of my career. I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values and interests.
- I will develop a mutually defined research project with my mentor that includes well-defined goals and timelines. Ideally, this project should be outlined and agreed upon at the time of

the initial appointment.

- I will perform my research activities conscientiously, maintain good research records, and catalog and maintain all tangible research materials that result from the research project.
- I will respect all ethical standards when conducting my research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes. I recognize that this commitment includes asking for guidance when presented with ethical or compliance uncertainties and reporting breeches of ethical or compliance standards by me and/or others.
- I will show respect for and work collegially with my coworkers, support staff, and other individuals with whom I interact.
- I will endeavor to assume progressive responsibility and management of my research project(s) as it matures. I recognize that assuming responsibility for the conduct of research projects is a critical step on the path to independence.
- I will seek regular feedback on my performance and ask for a formal evaluation at least annually.
- I will have open and timely discussions with my mentor concerning the dissemination of research findings and the distribution of research materials to third parties.
- I recognize that I have embarked on a career requiring “lifelong learning.” To meet this obligation, I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series and attendance at scientific meetings.
- I will actively seek opportunities outside the laboratory (e.g., professional development seminars and workshops in oral communication, scientific writing, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.
- At the end of my appointment, in accordance with FSU policy, I will leave behind all original notebooks, computerized files and tangible research materials so that other individuals can carry on related research. I will also work with my mentor to submit the research results for publication in a timely manner. I can make copies of my notebooks and computerized files, and have access to tangible research materials, which I helped to generate during my postdoctoral appointment according to institutional policy.

### **Commitments of Mentors**

- I acknowledge that the postdoctoral period is a time of advanced training intended to develop the skills needed to promote the career of the postdoctoral appointee.
- I will ensure that a mutually agreed upon set of expectations and goals are in place at the



outset of the postdoctoral training period, and I will work with the postdoctoral appointee to create an individual career development plan.

- I will strive to maintain a relationship with the postdoctoral appointee that is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.
- I will promote all ethical standards for conducting research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety and use of radioisotopes. I will clearly define expectations for conduct of research in my lab and make myself available to discuss ethical concerns as they arise.
- I will ensure that the postdoctoral appointee has sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.
- I will provide the appointee with the required guidance and mentoring and will seek the assistance of other faculty and departmental/institutional resources when necessary. Although I am expected to provide guidance and education in technical areas, I recognize that I must also educate the postdoctoral appointee by example and by providing access to formal opportunities/programs in complementary areas necessary for a successful career.
- I will provide a training environment that is suited to the individual needs of the postdoctoral appointee in order to ensure his/her personal and professional growth. I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.
- I will encourage the interaction of the postdoctoral appointee with fellow scientists both intra- and extramurally and encourage the appointee's attendance at professional meetings to network and present research findings.
- I will ensure that the research performed by a postdoctoral appointee is submitted for publication in a timely manner and that she/he receives appropriate credit for the work she/he performs. I will acknowledge her/his contribution to the development of any intellectual property and will clearly define future access to tangible research materials according to FSU policy.
- I recognize that there are multiple career options available for a postdoctoral appointee and will provide assistance in exploring appropriate options. I recognize that not all postdoctoral appointees will become academic faculty. To prepare a postdoctoral appointee for other career paths, I will direct her/him to the resources that explore nonacademic careers, and discuss these options.
- I will commit to being a supportive colleague to postdoctoral appointees as they transition to the next stage of their career and, to the extent possible, throughout their professional life. I recognize that the role of a mentor continues after the formal training period.



## II. Individual Development Plan for Postdocs

Individual Development Plans (IDPs) provide a planning process that identifies both professional development needs and career objectives. Furthermore, IDPs serve as a communication tool between postdoctoral fellows and their mentors. IDPs have been incorporated into performance review processes in many organizations (i.e. required for [NIH non-competitive renewal reports](#)), and can be considered one component of a career development plan.

A helpful [slide presentation](#) to assemble your IDP is found on our OPDA website.

### Goals

Help individuals identify:

- Long-term career options and the necessary tools to pursue them
- Short-term needs for improving current performance

### Benefits

Postdoctoral fellows will have a process that assists in developing long-term goals. Identifying short-term goals will give you a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. The IDP also provides a tool for communication between a postdoctoral fellow and a faculty mentor.

### Outline of IDP Process

The development, implementation and revision of the IDP requires a series of steps to be conducted by the postdoctoral fellow and their mentor. These steps are an interactive effort, and so both the postdoctoral fellow and the mentor must participate fully in the process.

#### Basic Steps

##### For Postdoctoral Fellows

1. Conduct a self-assessment
2. Survey opportunities with mentor
3. Write an IDP, share with mentor and revise
4. Implement the plan and revise as needed

##### For Mentors

1. Become familiar with available opportunities
2. Discuss opportunities with postdoc
3. Review IDP and help revise
4. Establish regular review of progress and help revise the IDP as needed

A national online IDP tool from *Science Magazine*:

From *Science Careers*: <http://myidp.sciencecareers.org/>

## Individual Development Plan for Postdocs: Execution of the IDP Process for Postdoctoral Fellows

### Step 1. Conduct a self-assessment

- Assess your skills, strengths and areas that need development. Formal assessment tools can be helpful.
- Take a realistic look at your current abilities. This is a critical part of career planning. Ask your peers, mentors, family and friends what they see as your strengths and your development needs.
- Outline your long-term career objectives. Ask yourself:
  - What type of work would I like to be doing?
  - Where would I like to be in an organization?
  - What is important to me in a career?

### Step 2. Survey opportunities with mentor

- Identify career opportunities and select from those that interest you.
- Identify developmental needs by comparing current skills and strengths with those needed for your career choice.
- Prioritize your developmental areas and discuss with your mentor how these should be addressed.

### Step 3. Write an IDP

The IDP maps out the general path you want to take and helps match skills and strengths to your career choices. It is a changing document, since needs and goals will almost certainly evolve over time as a postdoctoral fellow. The aim is to build upon current strengths and skills by identifying areas for development and providing a way to address these. The specific objectives of a typical IDP are to:

- Establish effective dates for the duration of your postdoctoral appointment.
- Identify specific skills and strengths that you need to develop (based on discussions with your mentor).

- Define the approaches to obtain the specific skills and strengths (e.g., courses, technical skills, teaching, supervision) together with anticipated time frames.
- Discuss your draft IDP with your mentor.
- Revise the IDP as appropriate.

#### **Step 4. Implement your plan**

- The plan is just the beginning of the career development process and serves as the road map. Now it's time to take action!
- Put your plan into action.
- Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.
- Review the plan with your mentor regularly. Revise the plan on the basis of these discussions.

## **Individual Development Plan for Postdocs: Execution of the IDP Process for Mentors**

### **Step 1. Become familiar with available opportunities**

By virtue of your experience you should already have knowledge of some career opportunities, but you may want to familiarize yourself with other career opportunities and trends in job opportunities (refer to sources such as National Research Council reports and Science career reviews).

### **Step 2. Discuss opportunities with postdoc**

This needs to be a private, scheduled meeting distinct from regular research-specific meetings. There should be adequate time set aside for an open and honest discussion.

### **Step 3. Review IDP and help revise**

Provide honest feedback—both positive and negative—to help postdoctoral fellows set realistic goals. Agree on a development plan that will allow postdoctoral fellows to be productive in the laboratory and adequately prepare them for their chosen career.

### **Step 4. Establish regular review of progress**

The mentor should meet at regular intervals with the postdoctoral fellow to assess progress, expectations and changing goals. On at least an annual basis, the mentor should conduct a performance review designed to analyze what has been accomplished and what needs to be done. A written review is most helpful in objectively documenting accomplishments. (An example is provided as an attachment—this can be modified to fit the needs of the postdoc and mentor).

## Sample Annual Review

<http://opa.faseb.org/pdf/SampleAnnualReview.pdf>

The above document was developed by the Federation of American Societies for Experimental Biology (FASEB)'s Science Policy Committee.

For more information, contact:

Jennifer A. Hobin, Ph.D.  
FASEB Office of Public Affairs  
(301) 634-7650  
[jhobin@faseb.org](mailto:jhobin@faseb.org)

## Individual Development Plan Resources

### Self-Assessment

- Fiske, P.S. (2001). *Put Your Science to Work: The Take-Charge Career Guide for Scientists*. Washington, D.C.: American Geophysical Union.
- Bolles, R. N. (2002). *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. Berkeley, Calif.: TenSpeed Press.

### The Postdoc Experience

- Kern, S. (2002). *Fellowship Goals for PhDs and MDs: A Primer on the Molecular Biology Postdoctoral Experience*. *Cancer Biology and Therapy* 1:74-75.
- National Academy of Sciences. (2000). *Enhancing the Postdoctoral Experience for Scientists and Engineers: A Guide for Postdoctoral Scholars, Advisers, Institutions, Funding Organizations, and Disciplinary Societies*. Washington, D.C.: National Academy Press.

### Career Opportunities

- American Association for the Advancement of Science. Science's Next Wave.  
<http://sciencecareers.sciencemag.org/>
- The Scientist. Archives: Profession.  
<https://www.the-scientist.com/?articles.list/categoryNo/2924/category/Careers/>
- The Chronicle of Higher Education. Career Network Advice Columns.  
<http://chronicle.com/jobs/>
- National Postdoctoral Association  
<http://www.nationalpostdoc.org/>
- Federation of American Societies for Experimental Biology. (1997). *Graduate Education:*

*Consensus Conference Report*. Bethesda, M.D. FASEB.

<http://www.faseb.org/Policy-and-Government-Affairs.aspx#sthash.DScEksuL.dpbs>

- Heiberger and Vick, eds. (1996). *The Academic Job Search Handbook* (2nd ed.). University of Pennsylvania Press.
- Reis, R.M. (1997) *Tomorrow's Professor. Preparing for Academic Careers in Science and Engineering*. New York: IEEE Press. 1997.
- Listserv: Tomorrow's Professor.  
<http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php>
- Barker, K. (2002). *At the Helm: A Laboratory Navigator*. Cold Spring Harbor, NY: Cold Spring Harbor Laboratory Press.

### Resources on Non-Academic Careers

- Robbins-Roth, C. ed. (1998). *Alternative Careers in Science. Leaving the Ivory Tower*. San Diego, Calif.: Academic Press.
- Kreeger, K. Y. (1999). *Guide to Nontraditional Careers in Science*. London: Taylor & Francis Group.

\* These resources are not considered endorsements, per se.

## III. Annual Evaluation for all Classes of FSU Postdoctoral Scholars

Every July, postdoctoral scholars that have been on the FSU campus for one year or more will be evaluated as coordinated through your postdoctoral director or coordinator in your home unit. If you are not sure who your coordinator is, please refer to this [directory](#) found at the OPDA website. In addition to your annual review, you will be asked some quantitative metrics from your coordinator that are used to survey job placement and success of our postdoctoral training program. These data must be completed by September 1 of each year. These will include such metrics as – years in training, number of published manuscripts, have you completed your IDP, number of submitted extramural grants, number of successfully-awarded extramural grants, nature of classroom experience as instructor of record (if applicable), current year in training or permanent position, current email contact. These data are used to determine [postdoctoral training success at FSU](#), provide feedback on our training environment, and help us sustain an [alumni network](#).

Beyond the collection of unified metrics, each department or research unit has the liberty to design an annual evaluation template that is most conducive to career development of their postdoctoral scholars, which will be inherently field specific. Below are two example orientation templates that you might expect for your evaluation.

**A. This is an EXAMPLE template of a STEM-oriented Annual Evaluation -**

FSU Annual Review of Postdoctoral Associates

Name

Advisor

Department

Number of Years at FSU

The postdoctoral scholar should fill out the following self-evaluation and then the advisor should make comments and return to the scholar. The two should meet and then design goals for the upcoming academic year. Following the design of the annual goals, a copy of the document should be forwarded to the Department's Postdoctoral Coordinator or Director.

Communication Skills

*List assessment of your current ability for written and oral communication to include presentation skills; formal and informal written communication; working with editors, publishers, grant program officers; classroom instruction; and effectiveness of judging your audience.*

Postdoc Response

Advisor Comments

Research Skills

*List assessment of your ability to lead a research project in terms of idea generation and innovation; ability to learn and apply new technologies; data analysis and organization skills; careful design and improvement of protocols; reproducibility and accuracy in data collection.*

Postdoc Response

Advisor Comments

Developing Colleague and Team Member Skills

*List assessment of your current ability to work with members of your laboratory or unit to include leadership and reliability, networking with fellow postdoctoral scholars, mentoring students less skilled than yourself; developing research relationships outside your university; service to your profession.*

Postdoc Response

Advisor Comments

Professional Skills

*List assessment of skills developed this review period that are particular to your success of transitioning to an independent scholar aligned with your career ambition.*

Postdoc Response

Advisor Comments

Accomplishments

*List the five major accomplishment you have made this review period that hallmark your visibility and professional success in your field. Examples include - publications, public lectures, performances, conference presentation, guest invitations, professional awards, grants or scholarships, etc.*

Postdoc Response

Advisor Comments



**Fall Semester Goals** [examples are given – please see the IDP document to see number code of IDP category]

<b>Task to Accomplish</b>	<b>Which IDP Category?</b>	<b>Specific or Semester Deadline?</b>	<b>Met Goal or Reformulate?</b>
Record neuromodulation of adult neurons following high-fat diet treatments	1 = present at lab meeting 2= allow DIS to shadow 4 = sign change form to LAR	End of October	Leave blank for your mentor and you to evaluate after the Fall Semester

**Spring/Summer Semester Goals**

<b>Task to Accomplish</b>	<b>Which IDP Category?</b>	<b>Specific or Semester Deadline?</b>	<b>Met Goal or Reformulate?</b>
Follow the neuromodulation manuscript through publication with an editor	3 = manuscript writing	July 1 <sup>st</sup>	Leave blank for your mentor and you to evaluate after the Fall Semester
Submit the neuromodulation data to a foundation grant award (Juvenile Diabetets Foundation mechanism 489)	3 = grant writing	August 5th	Leave blank for your mentor and you to evaluate after the Fall Semester

**Discuss**

I have discussed the contents of this annual evaluation with my advisor.

Postdoctoral Scholar signature

Date

Principal Investigator signature

Date

Turned in to Postdoctoral Coordinator or Director

Date

## **B. This is an EXAMPLE template of a HUMANITIES-oriented Annual Evaluation –**

*This form will be used for the two-year period of your fellowship, and should be updated at regular intervals. Your mentor will go through this with you at the beginning of each term.*

### **SCHOLARSHIP**

#### **Assignment of Responsibilities Scholarship and Research Percentages:**

Fall 2016:	50%
Spring 2017:	50%
Summer 2017:	100%
Fall 2017:	50%
Spring 2018:	50%
Summer 2018:	100%

**Overall Research Goals:** Write a narrative statement about what your overall research goals are for the period of your fellowship. Include a list of specific outcomes, such as articles, book chapters, grants, papers, etc., that you would like to have achieved by the end of your fellowship.

**Term-by-Term Goals:** List specific goals you have at the beginning of each term, such as articles, drafts, chapters, grants, abstracts, etc. At the end of the term, describe your results and how well they reflect your goals. You may wish to address how to achieve unmet goals in the following term.

#### **Fall 2016**

Goals:

Results:

#### **Spring 2017**

Goals:

Results:

#### **Summer 2017**

Goals:

Results:

#### **Fall 2017**

Goals:

Results:

#### **Spring 2018**

Goals:

Results:

**Summer 2018**

Goals:

Results:

**Overall Research Results:** Evaluate how well you met your goals, what strategies you learned to improve your productivity, and what you might do differently in the future.

**TEACHING**

*While the teaching assignments are made according to the needs of the Department, we do give opportunities to teach courses in one's field or specialty, different types of courses, etc. Please list your goals for your teaching assignments over the next two years, specific courses you'd like to teach, etc.*

**Awards, honors, and grants for teaching (include nominations):**

**COURSES TAUGHT**

Please submit SPOT/SPCI forms and syllabi, assignments, reading lists or any other documentation that may help in the evaluation of your teaching.

**Fall 2016 (AOR percentage: 50%)**

*use the tab key to move from box to box, and to create a new line after filling in the last box*

Course No.	Title	Credit Hours	Enrollment	SCH

**Total SCH:**

**Spring 2017 (AOR percentage: 50%)**

Course No.	Title	Credit Hours	Enrollment	SCH

**Total SCH:**

**Fall 2017 (AOR percentage: 50%)**

Course No.	Title	Credit Hours	Enrollment	SCH

**Total SCH:**

**Spring 2018 (AOR percentage: 50%)**

Course No.	Title	Credit Hours	Enrollment	SCH

**Total SCH:**

**TOTAL STUDENT CREDIT HOURS FOR THE WHOLE OF THE EVALUATION PERIOD 2016–2018 (EXCLUDING SUMMER TERMS):**

**STUDENT ENGAGEMENT**

**M.A. Committees:** List any MA Paper Committees you served on, with the completion date.

List any other student engagement, including mentoring, advising, informal training, fieldwork, etc.

**SERVICE**

*While service is not an official component of your Assignment of Responsibilities, please list any activities in which you engaged outside of teaching or research.*

**Service to Department:**

**Service to University:**

**Service to Discipline:**

**Other service:**

**Public lectures:**

## VI. Preparing Future Faculty Certificate Program (PFF) for Postdocs

Preparing Future Faculty (PFF) originated as a national certificate program and initiative of the Council of Graduate Schools in the United States and the Association of American Colleges and Universities. Today it is a specialized course of study across 300 partnering institutions. Because Postdoctoral Scholars at FSU are coming from an international catchment, they may not have had the opportunity to participate in a US-based training for careers in academia as doctoral students. In light of this, we developed a course of study that is particularly tailored to the postdoctoral level. The PFF is designed to prepare Postdoctoral Scholars with the expectations of faculty careers in academia - demands that include research readiness, teaching skills, and mentoring aspects of the profession.

### Overview of PFF Requirements

- Submission of Faculty Readiness Development Plan to Dr. Devine
- Completion of Responsible Conduct of Research and one field-specific certification
- Individual Development Plan (IDP)
- Attend 5 Professional Development Workshops or society seminars
- Supervise A Junior Researcher for Two Semesters
- Attend 5 seminars or colloquia on Instructional Methods or 2 day PIE certification
- Complete Grant Writing Training
- Attend 2 job interview-related presentations by candidates for faculty positions
- Attend 3 seminars on the Job Search Process
- Interview 2 faculty members about development of their careers
- Submission of Portfolio to Dr. Devine as endorsed by your advisor

[Full Packet of the Preparing Future Faculty \(PFF\) Specialized Studies for Postdoctoral Scholars](#)

## V. Excerpts from the Florida State University *Faculty Handbook*

Some excerpts from the Faculty Handbook may be helpful in terms of general policies and Florida Statutes.

<http://facultyhandbook.fsu.edu/handbook-sections/section-4-faculty-employment-policies>

Manual Last Updated: 08/02/2017