

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number Of Assistants**	Notes
			Lec	Rec	Lab			
FS 2006	PSY 395	3	1 Lec. (with 8 lab sections)			174	4 Half-Time	
	PSY 491	Var	Ind. Study			4	None	
								Total Credit Hours: 522
SS 2007	PSY 490	Var	Ind. Study			2	None	
	PSY 491	Var	Ind. Study			1	None	
FS 2007	PSY 395	3	Lec. (with 8 lab sections)			200	4 Half-Time	
	PSY 836	3	Lec.			15	None	
	PSY 490	Var	Ind. Study			3	None	Total Credit Hours: 645
	PSY 491	Var	Ind. Study			1	None	
SS 2008	PSY 835	3	Lec			5	None	Total Credit Hours: 15
	PSY 490	Var	Ind. Study			3	None	
	PSY 491	Var	Ind. Study			2	None	
FS 2008	PSY 395	3	Lec. (with 8 lab sections)			179	4 Half-Time	
	PSY 838	3	Lec			18	None	Projected Credit Hours: 591

Note: Credit Hours only calculated for Regular Courses (i.e., excluding 490/491s)

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D - IV A INSTRUCTION

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

NA

SIRS Ratings

<u>Course</u>	<u>Instructor Involvement</u>	<u>Student Interest</u>	<u>Student-Inst. Interaction</u>	<u>Course Demands</u>	<u>Course Organiz.</u>
<i>Fall 2006 – PSY 395</i>	1.65	2.39	2.03	2.11	1.70
<i>Fall 2007 – PSY 395</i>	1.88	2.59	2.22	2.38	2.01
<i>Fall 2007 – PSY 836</i>	1.43	1.77	1.16	1.78	1.68
<i>Spring 2008 – PSY 835</i>	1.00	1.05	1.05	1.05	1.10

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: **Since my 3rd year review, I have chaired 6 honors theses.**

Graduate: **Since my 3rd year review, I directly supervise 1 MA student [REDACTED] and 1 Ph.D. student [REDACTED]. I also co-supervise 2 MA students ([REDACTED] [REDACTED]). I have served on 10 other graduate committees such as the Clinical Comps, MA theses, and Ph.D. dissertations.**

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active	2	1	
Number of graduate committees during the reporting period	8	2	
Degrees awarded during the reporting period			
Degrees awarded during career			

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

[REDACTED] (2007). *Instructor's Manual and Test Bank for the Personality Puzzle (4th Edition)*. New York: W. W. Norton.

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

Evidence of Teaching Effectiveness (2003-2008)

I have taught several courses at both the undergraduate and graduate level related to developmental psychology, personality psychology, and research methods at Michigan State University. In particular, I have taught undergraduate courses in psychological measurement and research design (twice), personality psychology (three times), and adolescent development (twice). I have taught regular graduate courses in close relationships, personality psychology, and research methods. I have also taught a special graduate seminar in Personality Development that I developed on my own during the Spring of 2005. Below I report z scores for my course evaluations based on departmental averages for equivalent courses scored such that **POSITIVE NUMBERS** indicate **BETTER THAN AVERAGE** performance (i.e., the actual metric is reverse scored). Scores for "Personality Development" are not reported due to a lack of comparison data. As seen below, my teaching evaluations are higher than departmental averages for the vast majority of comparisons. Course syllabuses and student comments are available upon request.

Average Quantitative Ratings for Undergraduate MSU Courses (z scores)

	<i>Measurement/Design (N = 2)</i>	<i>Personality (N = 3)</i>	<i>Adolescent Development (N = 2)</i>
Instructor Involvement	.58	.35	.10
Student Interest	-.04	-.06	-.02
Student-Instructor Interaction	.66	.71	.91
Course Demands	.52	.41	.42
Course Organization	.76	.80	.94

Average Quantitative Ratings for Graduate MSU Courses (z scores)

	<i>Regular 800 Level Courses</i> <i>(N = 3)</i>
Instructor Involvement	.55
Student Interest	.73
Student-Instructor Interaction	1.28
Course Demands	1.21
Course Organization	.89

Note: Department norms are based on data provide to me by [REDACTED] (October 2008).

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “**”.

Indicate items with a significant outreach component with a “***” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period		7		24		21		
During career		10		34		32		

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 1 During career: 2

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

1. I have a co-edited book under contract with the American Psychological Association (APA). We will have a completed draft to APA by 31 December 2008.
2. I am a co-editor of a special issue of the *Journal of Research in Personality* concerning the legacy of the so-called Person-Situation Debate and the future of integrative perspectives. This will appear in April of 2009.
3. I was invited to journal the Society for Experimental Social Psychology in 2007. Members must be nominated and applications are reviewed by a committee. Membership cannot grow by more than 5% per year. SESP membership is reasonably selective and based on contributions to social psychology (broadly defined). Complete details: [REDACTED]

List of Publications

Note: First Author is Primary Author unless otherwise noted. Reporting Period is since 3rd Year Review.

Books Chapters and Encyclopedia Entries (7 during reporting period, 10 Total)

Chapters

1. ██████████ (in press). Self-esteem, narcissism, and Machiavellianism: Implications for understanding antisocial behavior in adolescents and young adults. Chapter to appear in ██████████ (Eds.). *Implications of Narcissism and Machiavellianism for the Development of Prosocial and Antisocial Behavior in Youth*. Note: ██████████
2. ██████████ (in press). The development of personality across the life span. In ██████████ (Eds.). *Cambridge Handbook of Personality* Cambridge University Press.
3. ██████████ (2008) Comparing MLM and SEM approaches to analyzing developmental dyadic data: Growth curve modeling of hostility in families. In N. A. ██████████ (Eds.). *Modeling Dyadic and Interdependent Data in the Developmental and Behavioral Sciences* (pp. 165-190). New York: Routledge.

Encyclopedia Entries

4. ██████████ (in press). Neuroticism, Effects on Relationships. In H. Reiss and S. Sprecher (Eds.). *Encyclopedia of Human Relationships*. Sage.
5. ██████████ (in press). Personality. In ██████████ (Chief Ed.). *Encyclopedia of the Life Course and Human Development*. McMillian References.
6. ██████████. (in press). Personality development. In ██████████, *Corsini Encyclopedia of Psychology* (4th Edition). New York: Wiley.
7. ██████████ (in press). Personality. ██████████ *Corsini Encyclopedia of Psychology* (4th Edition). New York: Wiley.

Articles (24 during reporting period, 34 Total). All Peer-Reviewed EXCEPT #23.
██████████s First or Second Author on ALL.

1. ██████████ (in press). Re-evaluating the evidence for increasing self-views among high school students: More evidence for consistency across generations

(1976-2006). *Psychological Science*. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article.** *

2. ██████████ (in press). Assessment of Fearless Dominance and Impulsive Antisociality via normal personality measures: Convergent validity, criterion validity, and developmental change. *Journal of Personality Assessment*. **Note:** ██████████
3. ██████████ (in press). Reporting and interpreting research in *PSPB*: Practices, principles, and pragmatics. *Personality and Social Psychology Bulletin*. **Note:** ██████████
4. ██████████ (in press). Facets of personality and alcohol use in first year college students. *Personality and Individual Differences*. **Note:** ██████████ **graduate student.** *
5. ██████████ (in press). Age differences in personality: Evidence from a nationally representative sample of Australians. *Developmental Psychology*. *
6. ██████████ (in press) Rethinking “Generation Me”: A study of cohort effects from 1976-2006. *Perspectives in Psychological Science*. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article.** *
7. ██████████ (2008). Age differences in the Big Five across the life span: Evidence from two national samples. *Psychology and Aging*, 23, 558-566. *
8. ██████████ (2008). A psychometric evaluation of two achievement goal inventories. *Educational and Psychological Measurement*, 68, 643-658. *
9. ██████████ (2008). Is “Generation Me” really more narcissistic than previous generations? *Journal of Personality*, 76, 903-917. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article.** *
10. ██████████ (2008). Family and individual difference predictors of trait aspects of negative behaviors during emerging adulthood. *Journal of Family Psychology*, 22, 448-455. **Note:** ██████████ **a graduate student.** *
11. ██████████ (2008). Furthering the case for the MPQ-based measures of psychopathy. *Personality and Individual Differences*, 45, 219-225. **Note:** ██████████ **my graduate student.** *
12. ██████████ (2008). Growth curve models for indistinguishable dyads using multilevel modeling and structural equation modeling: The case of adolescent twin’s conflict with their mothers. *Developmental Psychology*, 44, 316-329. *

13. [REDACTED] (2008). Do today's young people really think they are so extraordinary? An examination of secular changes in narcissism and self-enhancement. *Psychological Science*, 19, 181-188. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article.** *
14. [REDACTED] (2008). Genes, personality, and attachment in adults: A multivariate behavioral genetic analysis. *Personality and Social Psychology Bulletin*, 34, 3-16. * *
15. [REDACTED] (2008). Personality correlates of aggressive and non-aggressive antisocial behavior. *Personality and Individual Differences*, 44, 53-63. *
16. [REDACTED] (2007) Reciprocal influences between parents' marital problems and adolescent internalizing and externalizing behavior. *Developmental Psychology*, 43, 1544-1552. *
17. [REDACTED] (2007). How stable is happiness? Using the STARTS model to estimate stability in Life Satisfaction. *Journal of Research in Personality*, 41, 1091-1098. *
18. [REDACTED] (2007). Do negative interactions mediate the effects of Negative Emotionality, Communal Positive Emotionality, and Constraint on relationship satisfaction? *Journal of Social and Personal Relationships*, 24, 557-573. **Note: [REDACTED] is my graduate student.** *
19. [REDACTED] (2007). Optimism: An enduring resource for romantic relationships. *Journal of Personality and Social Psychology*, 93, 285-297. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article.**
[REDACTED] is my graduate student. *
20. [REDACTED] (2007). Personality development from late adolescence to young adulthood: Differential stability, normative maturity, and evidence for the maturity-stability hypothesis. *Journal of Personality*, 75, 237-264. *
21. [REDACTED] R. D. (2007). A three-wave longitudinal study of self-evaluations during young adulthood. *Journal of Research in Personality*, 41, 453-472. *
22. [REDACTED] (2007). Relationships with pets matter: The relation between SES concerns and angry peer conflict resolution is moderated by pet provisions. *Anthrozoos*, 20, 213-223. *
23. [REDACTED] (2007). An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology*, 58, 175-199.

24. ██████████ (2006). The Mini-IPIP Scales: Tiny-Yet-Effective measures of the Big Five factors of personality. *Psychological Assessment*, 18, 192-203. **Note: First and Second Authors contributed equally – this acknowledgement appears in the article. ***

Papers and presentations for learned organizations and societies (21 during reporting period, 32 Total)

1. ██████████ (2009). *Attachment styles and observed-levels of positive engagement in close relationships*. Poster to be presented at the Tenth Annual Meeting of the Society of Personality and Social Psychology, Tampa, FL.
2. ██████████ (2008). *Assortative mating: Evidence of an active gene-environment correlation*. Poster presented at Behavior Genetics Association conference, Louisville, KY.
3. ██████████ (2008). *Do today's young people really think they are so extraordinary?* Poster presented at the Society for Personality and Social Psychology Pre-Conference on Self and Identity. Albuquerque, NM.
4. ██████████ (2008). *The role of both roommates' attachment styles and social networks on roommate relationship satisfaction*. Poster presented at the Ninth Annual Meeting of the Society for Personality and Social Psychology, Albuquerque, NM.
5. ██████████ (2008). *What makes you happy? An investigation of domain life satisfaction across the lifespan*. Poster presented at the 9th annual meeting of the Society for Personality and Social Psychology, Albuquerque, NM.
6. ██████████ (2008). *Who You Are is Associated With How You Spend Your Time: Late Adolescent Personality Traits and Time Use in Young Adulthood*. Poster session presented at the annual meeting of the Society of Personality and Social Psychology, Albuquerque, NM.
7. ██████████ (2007). *Self-Esteem, Narcissism, and Consequential Life Outcomes: Controversies, Clarifications, and Implications*. Talk presented in the symposium "Rumors of self-esteem's death have been greatly exaggerated" (██████████ Chair). Annual Meeting of the Society of Experimental Social Psychology, Chicago, Illinois.
8. ██████████ (2007). *Overcoming Difficulties in the Estimation of Trait-State-Error Models*. Paper presented at the Analysis of Longitudinal data and Item Response Theory Models for Longitudinal Data Conference. Kiel, Germany.

9. ██████████. (2007). *Spring Break drinking: A function of personality and the situation?* Paper presented at the annual meeting for the Midwestern Psychological Association, Chicago, IL.
10. ██████████ (2007). Symposium Co-Chair, *Incorporating the Analysis of Archival Data into the Toolkit of the Social-Personality Psychologist*. Annual Meeting of the Society for Personality and Social Psychology, Memphis, Tennessee. [Symposium Selected as a Special Session]
11. ██████████ (2007). *Using archival data to address longstanding self-esteem debates*. Paper presented in the symposium "Incorporating the Analysis of Archival Data into the Toolkit of the Social-Personality Psychologist" (K. ██████████, Chairs.) Annual Meeting of the Society for Personality and Social Psychology, Memphis, Tennessee.
12. ██████████. (2007). *Decision-Making and Relationship Satisfaction in Heterosexual Couples: Actor and Partner Effects*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology, Memphis, Tennessee.
13. ██████████ (2007). *Do Happy People Live Longer?* Poster presented at the Annual Meeting of the Society for Personality and Social Psychology, Memphis, Tennessee.
14. ██████████ (2007). *The Personology of College Drinking: Big Five Facets, Sensation Seeking, and Alcohol Use in First Year College Students*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology, Memphis, Tennessee.
15. ██████████ (2006). *Changes in Life Satisfaction Across the Life Span*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
16. ██████████ (2006). *Does Personality Lead to Work Outcomes?* Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
17. ██████████. (2006). *Problem solving as a mediator between optimism and relationship quality*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
18. ██████████ (2006). *Family and Individual Characteristics as Predictors of the State and Trait Aspects of Negative Interpersonal Interactions During Emerging Adulthood*. Paper presented in the symposium "Conflict and Conflict Resolution in Close Relationships During Adolescence and Transition to Adulthood" ██████████ at the Society for Research on Adolescence Biennial Meeting. San Francisco, California.
19. ██████████ (2006). *Parenting and Self-Esteem Predict Behaviors in Adolescent Romantic Relationships*. Paper presented in the symposium "Conflict and Conflict Resolution in Close Relationships During Adolescence and Transition to

Adulthood" [REDACTED] at the Society for Research on Adolescence Biennial Meeting. San Francisco, California.

20 [REDACTED] (2006). *Low Self-Esteem During Adolescence Predicts Poor Health, Criminal Behavior, And Limited Economic Prospects During Adulthood*. Paper presented in the symposium "Does self-esteem matter" ([REDACTED], Chair) at the Annual Meeting of the Society for Personality and Social Psychology. Palm Springs, California.

21 [REDACTED] (2006). *Life Satisfaction Changes Across the Life Span*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. Palm Springs, California.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

1. I served on the editorial boards of two of the most prominent journals in my sub-discipline since my reappointment. *Personality and Social Psychology Bulletin* and *Journal of Personality and Social Psychology*. I was asked to continue to serve on the editorial board of *Personality and Social Psychology Bulletin* through 2012.
2. I have reviewed a substantial number of articles each year since my reappointment (N = 37 in 2008; N = 38 in 2007; N = 27 in 2006).
3. I have served as an ad hoc grant proposal reviewer for the United States-Israel Binational Science Foundation (2006), for NSF (2007), and for the Israeli science foundation (2008).
4. I presented an invited talk at the American Psychological Association sponsored Advanced *Training Institute* in June of 2008 (held here at Michigan State University).
5. I am co-chairing a symposium for the *Society for Social and Personality Psychology* in 2009 that discusses the further integration of social and personality psychology.
6. The symposium that I co-chaired for the 2007 the *Society for Social and Personality Psychology* was selected as one of the "special" sessions. This designation (given to only 1 other session) insured that our session was given a time slot that did not conflict with any other symposia.

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

1. I have served on four department search committees since my reappointment: quantitative (2006), developmental (2007), opportunity hires (2007), and developmental (current).
2. I served as the interest group admissions committee member for 2007.
3. I have continuously served as the faculty member in charge of co-coordinating the Social/Personality comprehensive exam since it began in 2004.
4. I serve on the University Grievance Board. I sat on the hearing board for one case in May of 2007. I took a lead role in writing the report.
5. I serve on the departmental Undergraduate Policy Committee.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

6. I have served as a faculty co-advisor to the undergraduate Psychology Honors Society (Psi Chi) since my reappointment. This involves attending 2 meetings per month as well as participation in the induction ceremony in the Spring of each year.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY,
continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

Scientific Consultant to the *Mexican Family Culture and Substance Use Risk & Resilience* project (PI: [REDACTED] U.C. Davis).

This project is funded by NIDA to investigate risk factors for the development of substance use. I consult on aspects of the project related to the assessment of temperament and self-esteem.

Scientific Consultant to the *Family Transitions* project (PI: [REDACTED]).

This is federally funded longitudinal study of young adults based in Iowa (multiple agencies including NIMH and NICHD). I consult on aspects of the project related to personality development and the antecedents and consequences of experiences in early adult romantic relationships.

Domain Advisor for the *Growing Up in New Zealand* project (Project Director: D [REDACTED] University of Auckland; [REDACTED] Co-Domain Leaders for the Psycho-Social and Cognitive Domains).

This is a longitudinal study that will follow 7,500 children and families in New Zealand. I advise [REDACTED] on the measurement of personality.

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community).

Address the scholarship, significance, impact, and attention to context of these accomplishments.

My primary scholarly activities are related to peer-reviewed publications, book chapters, and a co-edited book. I did co-author the Instructor’s Manual and Test Bank for the Fourth Edition of the *Personality Puzzle*.

2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

I believe that I have produced a balanced portfolio of research, teaching, and service since my reappointment. Further, I believe that my record is consistent with the expectations of my department and with the expectations for pre-tenured faculty at MSU. In empirical terms, I have published more papers than the average pre-tenured faculty member in psychology departments in the United States according to a study published [REDACTED] (2007; *Psychological Science*). [REDACTED] restricted his sample to those who held appointments at Top 30 Psychology programs and he found that the average faculty member published 11.03 (SD = 5.87) articles in their “first 7 postdoctoral years” (p. 284). I was awarded my Ph.D. in 2001 and came to MSU in 2003. According to the distribution obtained by [REDACTED] was near the top in 2007 (i.e., in the 90th percentile or above) and I have continued to be productive in 2008. In terms of teaching, I have received ratings that are generally better than departmental averages (at both the undergraduate and graduate levels). In terms of service, I contribute to the broader discipline of psychology by reviewing a large number of papers and by serving on two editorial boards. In terms of service at the more “local” level, I serve on departmental committees as I am needed and I act as one of the faculty advisors to the Psychology Honors Society (Psi Chi).

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

N/A

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

Name of Granting Agency (Grantor): Focus of Grant (Focus):	Date Submitted	\$ Amount Requested	Pending	Status		Principal/ Co-Investigators (if not faculty candidate)
				\$ Amt Funded	Not Funded (if Applicable)	
I. Instruction Grantor:			F		F	
Focus:						
Grantor:			F		F	
Focus:						
II. Research/Creative Activity Grantor: National Institute on Aging	10/01/2005	\$71,541	X	\$64,387	F	
Focus: Clarifying the Emotional Factors that Promote Successful Aging (Co-PI					1 R03 AG028744-01	
Grantor: National Institute of Child Health and Development	07/01/2005	\$72,394	F		X	
Focus: Romantic Relationships and Adolescent Development (<i>Priority Score: 199</i>).						
Grantor: National Institute of Child Health and Development	11/01/008	\$ 54,321 (Subcontract)	X		F	[Redacted] Iowa State University/U.C. Davis
Focus: Economic Stress & Child Development Across 3 Generations (MSU Subcontract)						
Grantor:			F		F	

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor): Focus of Grant (Focus):	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		

Focus:

III. a. Service – Academic Community
Grantor:

Focus:

III. b Service – Broader Community
i. MSU Extension
Grantor:

Focus:

ii. Professional/Patient Care Activities
Grantor:

Focus:

iii. International Studies and Programs
Grantor:

Focus:

vi. Urban Affairs Programs
Grantor:

Focus:

v. Other

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:) Grantor:	Date Submitted	\$ Amount Requested	Status		\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/ Co-Investigators (if not faculty candidate)
			Pending	Not Funded		
			<input type="checkbox"/>	<input type="checkbox"/>		

Focus:

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.