

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			
Fall, 2010	HRLIR 868	3	1		29	0	
Spring, 2010	LIR 811	3	1		6	0	Both courses were taught in our MSU Dubai program; each course was re-prepped to adapt to the condensed "semester" & unique group of int'l students.
	LIR 898	3	1		8	0	
Fall, 2009	LIR 811	3	1		26	0	
Spring, 2009	LIR 811	3	1		14	0	
	LIR 868	3	1		24	0	
Fall, 2008	LIR 811	3	1		32	0	
Spring, 2008	LIR 811	3	1		29	0	
	LIR 868	3	1		26	0	

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.

*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

Non-credit Courses/Workshops

[REDACTED] (October, 2009). The Effective recruitment of law enforcement personnel, Police Union Leadership Program, East Lansing, Michigan

[REDACTED] (2008, Spring). SLIR Worker Disability Compensation Seminar, Spring Program

[REDACTED] (2008, Spring). SLIR Worker Disability Compensation Seminar, Spring Program

[REDACTED] (October, 2006). The Effective recruitment of law enforcement personnel, Police Union Leadership Program, East Lansing, Michigan

[REDACTED] (2006) Speaker at the SLIR Labor Education Programs Employment Law Conference

[REDACTED] (October, 2005). Managing the union: Selected issues, Police Union Leadership Program, East Lansing, Michigan

[REDACTED] (2005). Junior faculty consortium, Human Resource Division, Academy of Management.

Employment Law Conference Workers Disability Compensation Training

Workshops/Training for MSU Administrators and Faculty

[REDACTED], with [REDACTED] (2010, September) Conducted training program titled "Success in the Academic Hiring Process from Start to Finish: What Chairs and Search Committees Need to Know: Workshop for Faculty Leaders."

[REDACTED], with [REDACTED] (2009, September) Conducted training program titled "Success in the Academic Hiring Process from Start to Finish: What Chairs and Search Committees Need to Know: Workshop for Faculty Leaders."

*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, continued

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: I have been involved in the recruitment of undergraduate students for our master program, but have not had undergraduate advisees.

Graduate: In addition to the masters students that I am formally assigned to advise each year, I develop informal mentoring relationships with a small number of masters students that continue on after they graduate and begin their careers in HRM. In terms of doctoral students, I have served on 10 dissertation committees while at MSU (5 in our School), and chaired one committee. In addition to the masters students that I am formally assigned to advise each year, I develop informal mentoring relationships with a small number of masters students that continue on after they graduate and begin their careers in HRM. In terms of doctoral students, I have served on 10 dissertation committees while at MSU (5 in our School), and chaired one committee. The student whose committee I chaired, [REDACTED] graduated with several high quality refereed journal publications, accepted a position at California State University, Fullerton, and left with several works in progress (e.g., the meta-analysis described above). Although my involvement with doctoral students is modest compared to faculty in some other schools and programs, within our School I am among the 3 or 4 faculty who have served on the most dissertation committees during the time I have been in the School.

Graduate/Professional:

Other:

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	N/A	N/A	N/A	N/A

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	12	3	N/A
Number of graduate committees during the reporting period	N/A	7	[REDACTED]
Degrees awarded during the reporting period	72	4	N/A
Degrees awarded during career	122	7	N/A

FORM D – IV A INSTRUCTION, continued

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.

None primarily relating to instruction during the period.

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).

Constants in Past and Current Teaching

Over my career I have taught undergraduate and graduate students in a wide range of settings (labor and industrial relations schools, business schools, state universities, an Ivy League university, MSU Dubai, courses surveying all of HRM and delivered to several hundred students in a lecture hall, small courses focusing on a relatively narrow area of HRM or the law). Across students and settings, there have been five constants. First, I approach teaching as an important aspect of my role as a faculty member, and I actively strived to improve my teaching skills (e.g., invited the director of the undergraduate program at Cornell to attend my lectures and provide feedback, sought input from senior faculty who demonstrated excellence in teaching, attended Lilly teaching workshops at MSU). Second, I draw on my practitioner experience in HRM and the law to engage students and provide examples, anecdotes, etc. that illustrate and help reinforce key learning objectives. Third, my research helps inform my teaching, beginning with the HRM courses I taught as a doctoral student (e.g., incorporating my research relating to the employment at-will doctrine and PCs into relevant lectures), and continuing through my teaching of employment law this semester (e.g., incorporating Roehling & Wright's, 2006, "organizationally sensible" approach as a primary course theme). Fourth, I enjoy my interactions with students. With very few exceptions (e.g., a cheating incident), my interactions with students have been fun and personally rewarding. Fifth, across students and settings, I consistently receive above average student ratings of my teaching. As indicated above, since coming to the School of Human Resources and Labor Relations I have received the highest rating in teaching each year (as assessed by the Director and Faculty Performance Review Committee based on student ratings and other submitted relevant evidence of teaching).

Specific Instructional Approaches

As a result of teaching the Training and Employee Development course, and attending teaching workshops, I have become very systematic in incorporating effective instructional principles into the design and operation of my courses (particularly those principles associated with adult learning theory). For example, I:

- Use sets of detailed learning objectives that provide more specific guidance regarding the nature and level of performance that students will be expected to demonstrate (e.g., some objectives require only that students be able to recall certain factual knowledge, other objectives require students to demonstrate a specific level of skill proficiency);
- Spend more time addressing the meaningfulness of the course's content (first making sure that the course's content is likely to be meaningful to students, then helping student's recognize how it is likely to be relevant to them in their work or non-work lives);
- Consistently assess student's readiness for material (e.g., a short quiz or oral survey of the class to assess their level of knowledge in an area) and provide remedial instruction when indicated by the assessment results.
- Consciously promote student self efficacy in the classroom by building in enactive mastery experiences (i.e., opportunities to experience success) early in the term;
- Emphasize active versus passive learning experiences to an ever greater extent than I had in the past. Almost every class involves one or more exercises, group cases, outings (e.g, trip to a campus job fair to systematically evaluate employer recruiting practices using the criteria for effective recruiting covered in the course), or other active learning experiences (e.g., 30 minute workshops designed and conducted by students applying the principles covered in the course, and providing course related content).
- Carefully link all instructional activities to specific learning objectives.

FORM D – IV A INSTRUCTION, continued

Actions Reflecting Importance I Place on Instruction

Additional evidence of the importance I place on the instruction mission of MSU (in addition to student evaluations) is provided by my actions. For example, together with Director [REDACTED] and my colleague [REDACTED] over the past 1.5 years I have played a lead role in substantially revising ("transforming") the entire curriculum for our masters program in Human Resources and Labor Relations. This effort involved benchmarking competing programs, soliciting input from our advisory board, repeated solicitations of input from faculty, and numerous meetings to convince some faculty of the need for change, and finally, to build a consensus revised curriculum. Prior to that, I volunteered to serve on the College Curriculum Committee and served for three years. I have also responded to the School's specific teaching needs, teaching a summer course that involved a new prep when colleagues who typically teach the course were not willing or able, and agreeing to teach in Dubai when volunteers were needed.

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	0	2	0	14	2	20	N/A	N/A
During career	0	5	1	33	3	49	N/A	N/A

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

During the reporting period: 5 During career: 6

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).

Invited Talks/Presentations (not listed elsewhere)

[REDACTED] (September, 2008). Promoting fair and effective employment practices or contributing to poor employee health? An interdisciplinary assessment of proposed increased legal protection for overweight employees. Yale University, Rudd Center for Food Policy and Obesity, New Haven, Connecticut.

[REDACTED] (September, 2007). Weight discrimination and wellness plans. National Institute of Occupational Safety and Health Conference on Work-life, Washington, D.C.

[REDACTED] (June, 2007). Legal issues in workplace drug testing. HRETC Seminar on Drug Testing in the Workplace, East Lansing, Michigan

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

See attached "Table Requested by Form D-IV 1: List of Research" (pages 1 to 5)

Table Requested by Form D-IV 1: List of Research

Part I: All Publications during Reporting Period (Type and Contribution of [REDACTED])

Citation/Reference	Publication Type	Contribution
[REDACTED] (2010). The potential role of organizational setting in creating entitled employees An investigation of the antecedents of equity sensitivity. <i>Employee Responsibilities and Rights Journal</i> , 22, 133-145.	Peer reviewed article	1
[REDACTED] (2009). Comparing preferences for males and nationals across countries: Extending relational models and social dominance theory. <i>International Journal of Human Resource Management</i> , 20(12), 2471-2493.	Peer reviewed article	3
[REDACTED] (2009). Perceived obesity among top CEOs: Weight discrimination and the "glass ceiling" effect. <i>Equal Opportunities International</i> , 28(2), 179-196.	Peer reviewed article	2
[REDACTED] (2008). Investigating the validity of stereotypes about overweight employees: The relationship between body weight and normal personality traits. <i>Group and Organization Management</i> , 33, 392-424.	Peer reviewed article	1
[REDACTED] (2008) An empirical assessment of alternative conceptualizations of the psychological contract construct: Meaningful differences or "much to do about nothing"? <i>Employee Responsibilities and Rights Journal</i> , 20(4), 261-290.	Peer reviewed article	Sole author
[REDACTED] (2008). Foundations for understanding the legal environment of human resource management in a global context. In [REDACTED]. (Eds.). <i>The Routledge Companion to Strategic Human Resource Management</i> .	Book chapter	1
[REDACTED] (2008). Arbitration of weight discrimination grievances. <i>Dispute Resolution Journal</i> , 62(4), 36-45.	Staff reviewed article	1.5 (co-lead)
[REDACTED] (2007). The relationship between body weight and weight-related perceived employment discrimination: The role of sex and race. <i>Journal of Vocational Behavior</i> , 71, 300-318.	Peer reviewed article	1
[REDACTED] (2007). Obesity-related "perceived disability" claims: Legal standards and human resource implications. <i>Employee Relations Law Journal</i> , 32(4), 30-52.	Staff reviewed article	1

Part I: All Publications during Reporting Period, continued

Citation/Reference	Publication Type	Contribution
<p>██████████ (2007). The law of unjust discharge. ██████████ <i>Employment Law: The Workplace Rights of Employees and Employers.</i> Blackwell Publishing.</p>	Book chapter	Sole author
<p>██████████ (2007). What every business manager and HR professional should know about federal labor and employment law" (7th edition), by ██████████ <i>Human Resource Planning.</i></p>	Book review	Sole author
<p>██████████ (2006). Organizationally sensible versus legal-centric approaches to employment decisions. <i>Human Resource Management, 45, 605-627.</i></p>	Peer reviewed article	1
<p>██████████ (2006). Applying U.S. employment discrimination laws to international employers: Simplifying a complex legal structure. <i>Personnel Psychology, 59(3), 705-740.</i></p>	Peer reviewed article	2
<p>██████████ (2006). A manager's guide to employment law: How to protect your company and yourself, ██████████ <i>Human Resource Planning.</i></p>	Book review	Sole author
<p>██████████ (2006). The role of personality in predicting job search among European managers. <i>Personality and Individual Differences, 40, 783-794.</i></p>	Peer reviewed article	2
<p>██████████ (2006). The bona fide occupational qualification. ██████████ ██████████ <i>Encyclopedia of Industrial/Organizational Psychology.</i> Newbury, CA: Sage Publications.</p>	Invited essay	Sole author
<p>██████████ (2006). The Civil Rights Act of 1964 and The Civil Rights Act of 1991. ██████████ <i>Encyclopedia of Industrial/Organizational Psychology.</i> Newbury, CA: Sage Publications.</p>	Invited essay	1
<p>██████████ (2006). Labor Law. ██████████ ██████████ <i>Encyclopedia of Industrial/Organizational Psychology.</i> Newbury, CA: Sage Publications.</p>	Invited essay	2
<p>██████████ (2006). The Age Discrimination in Employment Act of 1967. ██████████ <i>Encyclopedia of Industrial/Organizational Psychology.</i> Newbury, CA: Sage Publications.</p>	Invited essay	1
<p>██████████ (2005). The future of HR management: Research needs and directions. <i>Human Resource Management. 44(2), 207-216.</i></p>	Peer reviewed article	1

Part I: All Publications during Reporting Period, continued

Citation/Reference	Publication Type	Contribution
[REDACTED] (2005). Invited commentary [REDACTED] chance, <i>Harvard Business Review</i> , 83, 33-42.	Invited commentary	Sole author
[REDACTED] (2004). "Good cause" beliefs in an "employment at-will world": A focused investigation of psychological versus legal contracts. <i>Employee Responsibilities and Rights Journal</i> , 16, 211-231.	Peer reviewed article	1

1=Lead author. Initiated and lead the research project; wrote the manuscript; handled all revisions.

2=Participated in all aspects of the study (design, data collection, data analysis); however, I did not take the lead role.

3=Contributed in one or more significant ways to a study initiated and lead by others.

Part II: Presentations during Reporting Period (Type and Contribution of [REDACTED])

Citation/Reference	Presentation Type	Contribution
[REDACTED] (2010). Improving faculty quality and diversity through alignment and structure. Joint Annual Meeting, National Science Foundation, Division of Human Resource Development, Washington D.C.	Invited	2
[REDACTED] (2009). The effect of increased legal protection for overweight employees: Evidence from the Michigan experience. Academy of Management Meeting, Chicago.	Peer reviewed	Sole contributor
[REDACTED] (2009). Advancing diversity through the alignment of policies and practices. National Science Foundation Annual ADVANCE Grant Meeting, Alexandria, Virginia.	Invited	2
[REDACTED] (2008). The effects of weight bias on job-related outcomes: A meta-analysis of experimental studies. Academy of Management Annual Meeting, San Diego.	Peer reviewed	1
[REDACTED] (2008). Perceived obesity among top CEOs: Weight discrimination and the "glass ceiling" effect. Academy of Management Annual Meeting, San Diego.	Peer reviewed	2
[REDACTED] (2008). The effect of explanation on learning in a pay program change context and the mediating role of justice perceptions: A field experiment. Academy of Management Annual Meeting, San Diego.	Peer reviewed	2

Part II: Presentations during Reporting Period, continued.

Citation/Reference	Presentation Type	Contribution
██████████ (2008). Weight bias in the workplace: The legal perspective. Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco.	Peer reviewed	Sole contributor
██████████ (2008). Comparing preferences for males and nationals across countries: Extending relational models and social dominance theory. Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco.	Peer reviewed	3
██████████ (2007). Doing well by doing good in the employee-organization relationship: Current knowledge and future promise," All Academy Session, Academy of Management Annual Meeting, Philadelphia.	Peer reviewed	Sole contributor
██████████ (2007) Weight-based stereotypes in employment decision making "in the eyes of the law." Annual Conference of the Society for Industrial and Organizational Psychology, New York.	Peer reviewed	1
██████████ (2007). Employee selection procedure legal risks and defensibility factors. Annual Conference of the Society for Industrial and Organizational Psychology, New York.	Peer reviewed	2
██████████ (2007) Examining and reducing rater stereotype affects on performance ratings. Annual Conference of the Society for Industrial and Organizational Psychology, New York.	Peer reviewed	3
██████████ (2007) Measuring attitudes toward obese managers multidimensionally. Annual Conference of the Society for Industrial and Organizational Psychology, New York.	Peer reviewed	3
██████████ (2005). Employment discrimination law exposures for international employers. A risk assessment model. Academy of Management Annual Meeting, Honolulu, Hawaii.	Peer reviewed	3
██████████ (2005). The relationship between excess body weight and normal personality traits: Investigating the validity of stereotypes about overweight employees. Academy of Management Annual Meeting, Honolulu, Hawaii.	Peer reviewed	1
██████████ (2005). An investigation of the effects of personality, emotional and cultural intelligence on job search. Academy of Management Annual Meeting, Honolulu, Hawaii.	Peer reviewed	2

Part II: Presentations during Reporting Period, continued.

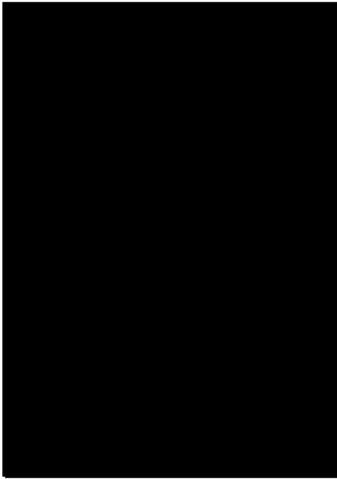
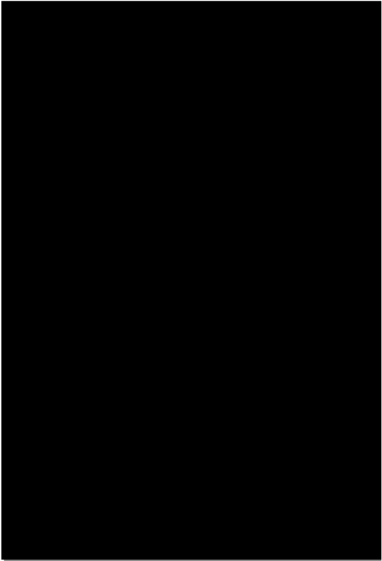




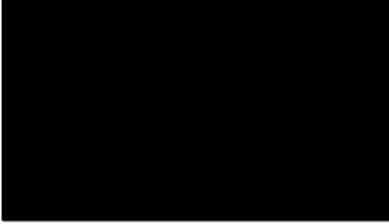
Citation/Reference	Presentat- ion Type	Contribu- tion
[REDACTED] (2005). When are multinational employers exposed to the risk of employment discrimination lawsuits? Academy of International Business Annual Meeting, Quebec City, Canada.	Peer reviewed	2
[REDACTED] (2005). "My dream job": The role of initial favored status in the job search and choice process. Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles.	Peer reviewed	2

1=Lead author/presenter.

2=Participated in all aspects of the reported study/paper.

3=Contributed in one or more significant ways to the reported study/paper.

Table 1. Summary of Research Outcomes (Publications and Grants) by Primary Areas of Focus

<i>Employee Relations Related Scholarship</i>	<i>HRM and the Law Scholarship</i>	<i>Staffing-Related Research (Recruiting & Job Choice)</i>
<i>Journal Articles</i>		
		  (1999)  (1993)
		
<i>Chapters in Research Series or Books</i>		
Shore et al. (2004)		
<i>Grants</i>		
NSF ADVANCE IT Grant, "ADAPP" (2008) ^{2,3} Institute of Public Policy & Social Research, Weight discrimination knowledge of the law (2006) ³	State Bar of Michigan, Hiring Ex-Offenders (2010) ² State Bar of Michigan, Hiring the Disabled (2008) ²	SmithGroup, Aligning HR policies and practices with the diversity value (2010) ^{1,3}

¹Also addresses employee relations related issue.

²Also addresses staffing related issues (e.g., recruiting, job choice).

³Also addresses legal issues in HR.

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).

Elected by the membership to serve on the Executive Committee of the Human Resource Division of the Academy of Management (the leading professional association for HR scholars from around the world; term 2010-2013.)

Executive Editor, Human Resource Management (a leader refereed HR journal) (2004-2008).

Member of the Editorial Board, Human Resource Management (2008-present)

Member of the Editorial Board, Employee Rights and Responsibilities Journal (2002-present).

Member of the Editorial Board, International Journal of Conflict Management (2005-present).

Member of the Editorial Board & Book Review Editor, Human Resource Planning (2002-2004).

Chair of Distinguished Executive Award Committee (2006, present).

Co-Chair of Junior Faculty Consortium, Human Resource Division, Academy of Management (2002-2005).

Co-Chair of Doctoral Consortium Committee, Human Resource Division, Academy of Management (present).

Ad hoc reviewer for the following journals:

Personnel Psychology

Journal of Applied Psychology

Administrative Science Quarterly

Organizational Behavior and Human Decision Processes

Industrial and Labor Relations Review

International Journal of Management Review

Journal of Organizational Behavior

Human Relations

American Business Law Journal

Business & Society

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).

The ADAPP project (MSU's NFS ADVANCE Grant) and Related Activities.

Since the ADAPP project was funded in September 2008, I have spent, on average, approximately two full work days a week providing a wide ranges of services that directly benefit the University Community. I would note that many of ADAPP related activities I have been carrying out exceed the scope of the grant in that they involve specific activities that were not proposed in the grant (not required by the grant) or they involve MSU colleges that are not one of the three colleges covered by the grant [REDACTED] has asked us to extend many of the grant activities to an additional 11 MSU colleges). Examples of these types of activities include: meeting with faculty search committees in colleges not covered by the grant, meeting with faculty excellence officers, assisting [REDACTED]

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

develop and conduct a variety of academic HR related workshops. I believe that it is fair to say that since September 2008 I have been providing "extra-ordinary" service within the University Community.

In addition to the above, during the reporting period I have served on the College of Social Science Curriculum Committee, and I am currently serving on the College of Social Science Dean's Council.

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.

My primary contributions to service within the broader community during the reporting period are my involvement in two separate projects that were both funded by the Michigan State Bar Foundation: 1) Advancing the Rights of Persons with Disabilities in the Work Place; and 2) Hiring Ex-Offenders (details of the funding provided below (Form D IV E Grant Proposals).

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 scholarships has focused on those forms of scholarship already identified and reported, above.

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.

My work demonstrates the integration of scholarship across the mission functions of MSU and advances MSU cores values in several ways. First, as a result of my focus on applied issues/problems, both in organizational settings and in society more broadly (e.g., employment for ex-offenders), most of my research is aimed at making a positive “real world” difference in the lives of individuals and the effective functioning of organizations. The applied, practical relevance of my scholarship is reflected in the attention it has received in popular media outlets (e.g. Forbes, The New York Times, The Wall Street Journal). Second, I have proactively promoted outreach and engagement by, in addition to publishing in refereed academic journals (my primary publication outlet), purposely publishing in outlets that reach a practitioner audience, and by incorporating my research in training programs and workshops targeting practicing professionals. Third, my research helps inform my teaching, beginning with the HRM courses I taught as a doctoral student at MSU (e.g., incorporating my research relating to the employment at-will doctrine and psychological contracts into relevant lectures), and continuing through my teaching at present (e.g., incorporating Roehling & Wright’s, 2006, “organizationally sensible” approach as a primary course theme). Fourth, my involvement in ADAPP (MSU’s NSF ADVANCE grant) integrates scholarly research and a large-scale organizational intervention aimed at advancing MSU’s inclusivity value and promoting a better quality life for a large group of hard working individuals (i.e., MSU faculty).

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.)

All significant awards/evidence are covered earlier in this form and in my CV.

FORM D - IVE 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	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction			<input type="checkbox"/>		<input type="checkbox"/>		
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
II. Research/Creative Activity							
Grantor: SmithGroup	10/2010	25,000	<input type="checkbox"/>	25,000	<input type="checkbox"/>	21,000	
Focus: Promoting Diversity, Inclusion, and Quality through the Strategic and Structuring of Employment Policies and Practices							
Grantor: Michigan State Bar Foundation	5/2009	15,900	<input type="checkbox"/>	15,900	<input type="checkbox"/>	N/A	
Focus: Hiring Ex-Offenders							
Grantor: National Science Foundation (ADVANCE program)	12/2007	3,980,000	<input type="checkbox"/>	3,980,000	<input type="checkbox"/>	N/A	
Focus: Advancing Diversity through Alignment of Policies and Practices							
Grantor: Michigan State Bar Foundation	9/2008	17,310	<input type="checkbox"/>	17,310	<input type="checkbox"/>	N/A	
Focus: Advancing the Rights of Persons with Disabilities							
III. a. Service - Academic Community							

*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 - IVE GRANT PROPOSALS

Name of Granting Agency (Grantor.) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	Status		\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				\$ Amt Funded	Not Funded		
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service - Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor: Institute for Public Policy and Social Research	3/2006	25,000	<input type="checkbox"/>		25,000	<input type="checkbox"/>	
Focus: Weight Discrimination in the Michigan Workplace: The effectiveness of current legislation and emerging critical issues							

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