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 Lec Rec Lab	Number of Students	Number of Assistants **	Notes
Fall 2015	HRLR 822	3	1	13	0	
Spring 2016	HRLR 891	3	1	16	0	
Fall 2016	HRLR 832	3	1	26	0	
Spring 2017	HRLR 832	3	1	26	0	
Fall 2017	HRLR 832	3	1	23	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.

   None.

*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: During the reporting period, I have supervised two undergraduate students in my research group as my research assistants. They are currently assisting the data collection for my lab and will later be involved in data analysis.

Graduate: During the reporting period, I have advised one doctoral student and have involved three doctoral students (one at MSU and two at Wayne State) in research projects, resulting in conference presentations, book chapters, and journal publications. I have served as a member on two graduate student's Master's thesis committees (one in organizational psychology at MSU, one at Wayne State) and have co-chaired a former doctoral student's dissertation committee.

Graduate/Professional: During the reporting period, I have supervised two professional master's students as my research assistants. They were involved in literature review, study design, and pilot testing of research platform.

Other:

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	0	0	0

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	0	1	0
Number of graduate committees during the reporting period	0	1	0
Degrees awarded during the reporting period	0	1	0
Degrees awarded during career	2	1	0

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.

    Speaker at OB-OP-HR New Graduate Student Seminar, January 2016 and January 2017
    -Led an hour long discussion to introduce new doctoral students to the general research process and academic career development

    Speaker at Doctoral Research Seminar, October 2015
    -Led an hour long seminar introducing my research on response effort to potential doctoral program applicants

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).

    In Spring, 2016, I developed the course materials for HRLR 891: HR Metrics and Analytics. This course provides a survey of measurement and analytic approaches to HR data, with a focus on data-driven evidence-based HR decision-making. After obtaining input from students and faculty members, I adjusted the content coverage and instructional approach to the course. This revised HRLR 891: HR Analytics course, to be offered in Spring, 2018, will use multiple case studies and involve interactive hands-on exercises. Doing so ensures students will develop more applied skills through data example and analysis.

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	4	0	11	0	5	0	0
During career	0	7	0	40	0	56	0	3

3. **Number of Grants Received** (primarily in support of research and creative activities; refer to Form D-IVE):
   During the reporting period: _____0_____ 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).

   Peer recognitions:
   1. William A. Owens Scholarly Achievement Award, Society for Industrial and Organizational Psychology, 2016
   2. Highly commended paper, GLOBE Robert J. House Award, 2016

   Other works:
   Led or co-authored four encyclopedia entries for academic audience.
   Currently have two manuscripts under revision and one manuscript ready for submission.

LIST OF RESEARCH WORKS

Note: Primary or lead author is the first author.

*: Peer-reviewed

Book Chapters

███████████████████████. (in press). Vocational interests in a global business environment. In ██████ and ██████ (Eds.) *Vocational interests in the workplace: Rethinking behavior at work*.

█████████████████████████ (in press). Adaptive performance. In D. S. Ones, ████████████ ████████████ (Eds.) *The Sage handbook of industrial, work, and organizational psychology* (2nd ed., Vol. 1).

████████████████████████ (2018). Understanding training transfer from the adaptive performance perspective. In ██████████ (Ed.) *The Cambridge handbook of workplace training and employee development* (pp. 75-97). New York: Cambridge University Press.

███████████████████████ (2017). Team Assessment and Selection. ████████████████ ██████████████████████ (Eds.) *The Wiley Blackwell handbook of the Psychology of Recruitment, Selection, and Retention* (pp. 310-333). West Sussex, UK: Wiley.

Articles

* ███████████████████████ (in press). Sexual harassment training effectiveness: An interdisciplinary review and call for research. *Journal of Organizational Behavior.* doi: 10.1002/job.2257

* ██████████████████ Enhancing adaptive transfer of cross-cultural training: Lessons learned from the broader training literature. *Human Resource Management Review.* Advance online publication. doi: 10.1016/j.hrmr.2017.08.004

* █████████████████████████████████████ (2017). Employee conscientiousness, agreeableness, and supervisor justice rule compliance: A three-study investigation. *Journal of Applied Psychology, 102*, 1564-1589. doi: 10.1037/apl0000248

* ███████████████████████. (2017). Ignored no more: Within-person variability enables better understanding of training transfer. *Personnel Psychology, 70*, 557-596. doi: 10.1111/peps.12155

* ███████████████████████████████████████ (2017). Rating expatriate leader effectiveness: Cultural distance and hierarchical role effects. *Human Resource Management, 56*, 151-172. doi: 10.1002/hrm.21763
  † The first two authors contributed equally

* ████████████████████████ (2017). Using goal facilitation theory to explain the relationships between calling and organization-directed citizenship behavior and job satisfaction. *Journal of Vocational Behavior, 100*, 78-87. doi: 10.1016/j.jvb.2017.03.001

* ██ (2017). Personality homogeneity in organizations and occupations: Considering similarity sources. *Journal of Business and Psychology, 32*, 641-653. doi: 10.1007/s10869-016-9459-4

* ██ (2016). Who cares and who is careless? Insufficient effort responding as a reflection of respondent personality. *Journal of Personality and Social Psychology, 111*, 218-229. doi: 10.1037/pspp0000085

* ██ (2016). Rethinking the association between extraversion and job satisfaction: The role of interpersonal job context. *Journal of Occupational and Organizational Psychology, 89*, 683-691. doi: 10.1111/joop.12138

* ██████████████████████████ (2016). Trait, state, and task-contingent conscientiousness: Influence on learning and transfer. *Personality and Individual Differences, 92*, 180-185. doi: 10.1016/j.paid.2015.12.043

* ████████████████████████████████ (2016). Insufficient effort survey responding: An under-appreciated problem in work and organizational health psychology research. *Applied Psychology: An International Review, 65*, 287-321. doi: 10.1111/apps.12058

* ██████████████████████████████████████ (2015). Rising to the challenge: Deep acting is more beneficial when tasks are appraised as challenging. *Journal of Applied Psychology, 100*, 1398-1408. doi: 10.1037/a0038976
† The first two authors contributed equally

* ██████████████████████████████████ (2015). Insufficient effort responding: Examining an insidious confound in survey data. *Journal of Applied Psychology, 100*, 828-845. doi: 10.1037/a0038510

* ████████████████████████████ (2015). Individual adaptive performance in organizations: A review. *Journal of Organizational Behavior, 36*, S53-S71. doi: 10.1002/job.1955

* ████████████████████████████████████ (2015). A tale of two transfers: Disentangling maximum and typical transfer and their respective predictors. *Journal of Business and Psychology, 30*, 709-732. doi: 10.1007/s10869-014-9394-1

* ████████████████████████████████ (2015). Detecting insufficient effort responding with an infrequency scale: Evaluating validity and participant reactions. *Journal of Business and Psychology, 30*, 299-311. doi: 10.1007/s10869-014-9357-6

* ██████████████████████████████. (2015). Vicarious experience of justice: When unfair treatment of one's colleague matters. *Personnel Review, 44*, 826-846. doi: 10.1108/PR-02-2013-0026

* ██ (2015). Personality traits and career satisfaction in training and development occupations: Toward a distinctive T&D personality profile.

Human Resource Development Quarterly, 27, 13-40. doi: 10.1002/hrdq.21223

* ████████████████ (2015). Cross-cultural adjustment to the United States: The role of extraversion change. *Frontiers in Psychology, 6*(1650), 1-15. doi: 10.3389/fpsyg.2015.01650

* ████████████████████████████████ (2015). Perceived support and relational conflict as mediators linking attachment orientations with depressive symptoms: A comparison of dating individuals from Hong Kong and the United States. *Personality and Individual Differences, 73*, 50-55. doi: 10.1016/j.paid.2014.09.004

* ██████████████████████████. (2015). Difference in response effort across sample types: Perception or reality? *Industrial and Organizational Psychology: Perspectives on Science and Practice, 8*, 202-208.

Presentations for Learned Professional Organizations and Societies

* ████████████████ (2017, April). *Promoting and understanding survey response effort.* Symposium chaired at the annual conference of Society for Industrial and Organizational Psychology, Orlando, FL.

* ████████████████ (2017, April). *Do I have your attention? Measuring and predicting careless responding.* Symposium chaired at the annual conference of Society for Industrial and Organizational Psychology, Orlando, FL.

* ██████████████████████ (2017, April). Insufficient effort responding and dark triad personality: Reducing the confound. In J. L. Huang & N. A. Bowling (Chairs), *Promoting and understanding survey response effort*. Symposium presented at the annual conference of Society for Industrial and Organizational Psychology, Orlando, FL.

* ████████████. (2016, April). *Your attention please! Measuring, predicting, and preventing insufficient effort responding*. Symposium chaired at the annual conference of Society for Industrial and Organizational Psychology, Anaheim, CA.

* ████████████████████ (2016, April). Negatively worded items in surveys: Method bias and interventions. In N. A. Bowling and J. L. Huang (Chairs), *Your attention please! Measuring, predicting, and preventing insufficient effort responding*. Symposium presented at the annual conference of Society for Industrial and Organizational Psychology, Anaheim, CA.

* ████████████████ (2015, August). Modeling multiple sources of MV: The incremental effects of insufficient effort responding. ████████████ (Chair), *Current topics in common method variance research*. Symposium presented at the annual conference of Academy of Management, Vancouver, Canada.

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).

   Editorial Boards:
   2014-present: Journal of Business and Psychology
   2016-present: Journal of Vocational Behavior
   Special Issue Guest Editor: Applied Psychology: An International Review

   Ad hoc reviews: Journal of Applied Psychology, Journal of Management, Human Resource Management Review, Journal of Occupational and Organizational Psychology, Journal of Research in Personality, Personnel Psychology

   Ad hoc reviews for grant programs: National Science Foundation, Society for Human Resource Management, Society for Industrial and Organizational Psychology

   2015-present: conference program committee (awards and seminar subcommittee) for Society for Industrial and Organizational Psychology

   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).

   Within the College of Social Science:
   Served on Thematic Areas Review Committee 1, evaluated pre-proposals for the Dean's Thematic Area Initiative.

   Within the School of Human Resources and Labor Relations:
   October 2015-present: member of the Admissions Committee, evaluating applications for our master's program
   March 2016-present: co-chair of the Research and Scholarship Committee, with a major achievement of revamping the School's journal list and clarifying the general procedure determining journal quality.

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

2. <u>Service within the Broader Community:</u>

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.

2016-present: Consortium Associate of Consortium for Multicultural Psychology Research, Michigan State University

FORM D - IV D   ADDITIONAL REPORTING

1. **Evi dence 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.

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 discussed in detail in my reflective essay how I integrate my research on training transfer in my course instruction.

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.)

   Recognitions before starting my appointment at MSU:
   1. Honorable Mention for Best Intervention Competition, Work, Stress, Health, 2013
   2. Second most cited paper at Journal of Business and Psychology in 2013

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 | Status | | | $ Amount Assigned to Faculty Candidate (if Applicable) | Principal/Co-Investigators (if not faculty candidate) |
			Pending	$ Amt Funded	Not Funded		
I. Instruction							
Grantor:			☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
II. Research/Creative Activity							
Grantor: National Science Foundation	9/5/2017	256,738	☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
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.

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		
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							
Grantor:			☐		☐		
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.

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